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ABSTRACT

A child's self-concept may be the most important determinant in his learning experience. Children have not been exposed to enough situations in which they become aware of their own feelings and to environments which encourage positive interactions with others. The purpose of this study was to develop some tools for creating environments conducive to developing a positive self-concept. The emphasis is on tying affective instructional objectives and objective assessment to an instructional sequence for improving the self-esteem of pupils in grades 3-5, particularly in schools undergoing much change. Results include 77 pages of activities and classroom management suggestions matched to 15 affective objectives. Thirty-two classes participated in this effort on an experimental basis for 3 months. Three hundred and fifty students were pre-post assessed on the Bentley-Yeatts "I feel . . . Me feel" self-appraisal after assessment items and expectations levels had been identified for each of the objectives. While the limited instructional effort produced no startling changes in the self-esteem of the experimental students, research yielded valuable data on affective trends of children ages 5-9. In addition, ways were identified to insure a better fit between the objectives and the "I feel . . . Me feel" measure. (Author)

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The Self Concept - - - Instructional Objectives, Curriculum Sequence, and Criterion Referenced Assessment

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CHAPTER 1--INTRODUCTION

Background

The self concept is a term coined to represent what a person thinks of himself. The central theme of self concept theory is that a person's behavior is primarily influenced by his feelings about himself. It is amazing how much one can accomplish when he views himself positively just as it is pathetic how little one can do when he lacks confidence in himself. The self concept is rather circular in nature. While one's experiences influence how one views oneself, one's view of self also affects how one relates to particular experiences.

What one thinks and feels about oneself is greatly determined by knowledge of oneself and one's relationship with others in his environment. Their feedback sends messages to him about his essential nature. If the feedback is positive, he will feel that he is accepted, loved, and respected and as a result of this, he will develop a good self-image. Most related literature concludes that an individual performs to a large degree in relation to how he sees himself performing. A child's self-concept may be the most important determinant in his learning experience.

The Problem

Educators are quite concerned today over the inadequate affective development of pupils--particularly of disadvantaged children from the cities, of children in areas of extreme activism and confrontation, of handicapped children and of children in Southern schools which are undergoing much racial change. Children have not been exposed to enough situations in which they become aware of their own feelings or environments which encourage positive interaction. If children's views of self and of others are to grow, tools for promoting and assisting this growth must be utilized.

The problem of educators is how to go about providing the tools and optimum environment for creating positive self-concepts. This task can become more manageable when we consider the individual components of a positive self concept. Activities and educational programs which skillfully provide for each one of these components are needed to help individuals view themselves as totally adequate and fully functioning people.

The Goal

This study proposed to develop such tools. It proposed to tie affective objectives and objective assessment to an instructional sequence for improving the self esteem of pupils in grades 3, 4 and 5. The claim is made that if the teacher operates in certain ways, the self concept of pupils will be enhanced. That is the goal of the study.

The Objectives

Project Process Objectives:

1. To develop self-enhancing experiences which directly promote the development of the affectively oriented student instructional objectives listed below.
2. To assess the effects of the self-enhancing sequence of activities using the "I Feel . . . Me Feel" self concept appraisal as a criterion measure.
3. To further revise and develop the "I Feel . . . Me Feel" instrument as a general criteria-referenced measure.

Student Affective Objectives (Product)

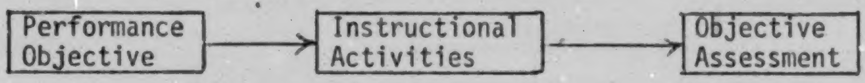
1. To feel good around grown-ups, authority figures.
2. To enjoy building and creating things.
3. To like doing things for the first time.
4. To feel good about the school setting.
5. To feel adequate developing basic academic skills.
6. To like active expression (playing, singing, sports, painting, dancing).
7. To enjoy group participation and other children.
8. To enjoy reading.
9. To feel comfortable doing things alone.
10. To feel adequate about personal characteristics (clothing, hair, physical appearance).
11. To feel comfortable with elements of the physical world (animals, flowers).
12. To enjoy listening to others.
13. To increase one's understanding of self and one's feelings (optional).*
14. To increase sensitivity towards the feelings of others (optional).*
15. To express feelings spontaneously (optional).*

*These are objectives for which activities have been collected but whose attainment will not be assessed during the project.

The Scope

The affective units and activities that were developed as part of this project are organized around instructional objectives and a means of evaluation. Instructional objectives are more or less precise statements of the student behaviors aimed for in the unit. The evaluation technique is a device for measuring the extent to which students have met the objective.

In very simple terms we may think of these units as organized in this fashion:



Performance Objectives:

Arriving at a statement of measurable affective objectives was not a simple or linear task. There was much debate as to the stating of affective performance objectives. The problem centered primarily around differences between the orientation of the humanist and the behavior analyst. The humanist point of view is that behaviorally oriented procedures are directed only at getting students to do what the teacher or system wants them to do, while the behaviorist contends that such procedures are merely to assist the student in learning.

One of the readers of our initial proposal commented that "Performance objectives are not stated in behavioral terms, thus producing difficulty in matching criteria-referenced items to objectives. In addition, only a very general criterion-referenced base is established for these performance objectives rather than a minimal criterion being set for each objective".

At first, we decided to restate the objectives in more performance terms--hence an objective such as: TO LIKE DOING THINGS FOR THE FIRST TIME could be stated: GIVEN FOUR NEW LEARNING SITUATIONS, THE CHILD WILL DEMONSTRATE THAT HE FEELS CONFORTABLE DOING THINGS FOR THE FIRST TIME BY STARTING AND COMPLETING ANY THREE WITH MINIMAL SUPPORT FROM THE TEACHER, AND BY INDICATING THAT HE ENJOYED THE TASK. We had second thoughts, however. It was decided that performance objectives stated in precise terms such as above would only lead to defining the "correct" student behavior. In affective education, however, we seek to encourage people to choose to "be aware", "accept", and "trust". Performance objectives that try to compel these choices will only force children into the game of appearing to meet our objectives. Consequently, it was decided that the objectives which were originally stated would be acceptable and that the criteria for determining objective attainment would simply be "students will indicate positive feelings" about an objective such as DOING THINGS FOR THE FIRST TIME by responding positively to such questions on the "I Feel . . . Me Feel" instrument.

Thus, objective attainment is measured by the positive-negative feelings a student has (certainly a behavior) and not by the successful accomplishment of a certain number of activities. Additionally, it was decided that project time would be better spent developing the activity sequence than by re-writing objectives.

Behavioral objectives stated in this way make no assumptions of correct-incorrect responses nor is objective measurement limited to simple behaviors--those which can be forced into measurable and observable terms, consequently, we did not have to settle for easily expressed and measured items. Changing behavior occurs when the student reports a change of feelings. Though there is more likelihood that students may report feelings that are not completely accurate, there still is a basis for making decisions about what experiences bring about desired outcomes, for determining how instruction is proceeding and for deciding whether it has been successful.

Since we have not couched the objectives and evaluation items in the standard performance language it is very important that the intended meaning of each objective is clear to all. Presented on the next few pages are capsule descriptions of the intended meaning of each objective.

Objective 1: To feel good around grown-ups.

Active participation with wide varieties of people expose the young child to situations which can expend his conceptual development. Activities which heighten the young child's awareness of himself as an individual and as a member of society help him as he progresses away from egocentrism. Older people convey values, opinions and attitudes which the child acts upon by analyzing and testing out. The individual acquires knowledge from verbal exchanges with others.

Adults are sounding boards for newly developed concepts and as such should display openness to his suggestions. Adults are viewed by the child as significant others and encounters must be positive. Child relations with adults must be accepting, affectionate and approving. As this child struggles to bring his intuitions into correspondence with reality, adults around him must attempt to understand his concerns, explain the reasons for their actions, and discuss the nature of things, objects, and experiences with him. Play situations which encourage such exchanges and which enable him to utilize imitation and imagination as emotional outlets are highly appropriate.

Adults are power figures to children. Firm, supportive adults are both needed and wanted by the child. Adult and child structured or supervised activities are desirable at the ages of 8-11 since at this age children tend to form groups which include only some and, therefore, of necessity exclude others. An understandable structured situation of leader and led encourages consensual validation of personal worth. Since peer evaluation is viewed seriously, adults should help to direct group formations and understandings to avoid great psychological injury to some children.

Objective 2: To enjoy building and creating things.

"Physically" and "Concretely" are adverbs which aptly describe how the 8-11 year old child interacts with his environment. Recognition is achieved by production. Pleasure is derived from the use of tools and from the development of physical and manipulative skills. Industriousness is one of the child's attributes. The child at this stage is eager to produce and to use tools. The possibility of creative self-expression provides the individual with confindence in himself and his ideas and thus enhances the growth of a positive self image. Natural experiences provide him with a release which guides him away from those inhibitions that hinder positive growth of self. The teacher can help the child solve problems creatively by providing concrete problem solving experiences. Concrete activities where the child can manipulate objects are important. Whenever possible, the child should play with real objects rather than with toy copies and he should view first-hand the actual functionings of nature and society. Firsthand, real experiences are vital for growth. Simulated, unreal activities are insufficient for true awareness and conceptualization.

Wide varieties of props and costumes such as household items and old clothing should be easily accessible in the classroom. The classroom should have vast arrays of objects which vary in color shape, and size as well as function. Objects should require some manual and digital dexterity. Materials which help the child to explore his own physical abilities and to learn skills are desirable.

Poetry, art and music are some aspects of creative expression. Within every content area the child should be allowed the flexibility and freedom to express himself.

Objective 3: To like doing things for the first time.

The future academic and social attitudes of children are colored by their first school experiences. The teacher is a crucial sounding board for the newly developed actions and concepts of the child and as such should display openness to his suggestions and should attempt to redirect rather than to criticize incorrect conclusions. She conveys the message that she likes the child and that she wants to understand him and help him cope with his new experiences. One can not overemphasize the importance of providing optimal conditions for the child to have confidence in his own ability to cope with new and contradictory situations--to develop a child who is sure of his ability to control his own destiny. He must be able to check his own actions, both right and wrong in a totally supportive environment.

Materials which help the child explore his own physical abilities are desirable. So are projects which allow him to work to a satisfactory finish with others and to make things cooperatively are beneficial to his growth. The teacher can create opportunities for him to encounter the unknown in an atmosphere of the known. An understanding teacher can create an environment in which the child will do his own searching and trying things. Activities at varying levels of difficulty and in different modalities make possible success for all children.

Individualized instruction allows children to group and re-group according to their interests and needs and enables each child to seek out what he can indeed do. Realistic goals which are within the child's capacity enable him to see himself as a person who can. Audio-visual aids are an excellent means for helping one see oneself more accurately.

Objective 4: To feel good about the school setting.

The self-concept is not fully developed when the child comes to school; he has a self-concept regarding his home and family, but not regarding the school as an institution. The future academic attitude of the young child is highly colored by his first school experiences; the child will often generalize from initial contacts with warm, supportive teachers to a view that most teachers are supportive. Certainly, the reverse is true as well. The learner must also learn to interact with the total school environment. In it values, opinions and attitudes are conveyed which the child acts upon by analyzing and testing-out. While a supportive teacher is critical to the age development of the five to eight year old, this child needs other adults who will ease the transition from home to school by being accepting, affectionate, approving, and protecting just as his mother has been. Social collaboration between the children and other school adults is a necessary part of cognitive development, and the necessity of teamwork among the children is a major pedagogical principle. Children learn to coordinate different points of view by exchanging opinions and trying to resolve differences of opinions. They are forced to consider and therefore to go beyond their own egocengricity and consider the reality of the total situation.

Objective 5: To feel adequate developing basic academic skills.

Affective and cognitive development are inseparable. Activity with open-ended alternate answers are desireable. Comprehension of both subject matter and particular skills is achieved by concrete manipulation. Whenever possible the teacher should attempt to develop the component skills of the creative problem solving process: fact finding, problem finding, idea finding, solution finding, and acceptance finding. The 8-11 year old child must use his mental operations by constantly attacking new problems. The use of multiple means of communication must also be encouraged at this age; speaking, discussing, debating, writing, reading, and acting are all releveant. In addition, encouragement of verbalization fosters the childs' language development and his perception of problems. Natural experiences and concrete activities are important for true conceptualization.

Objective 6: To like active expression (Playing, singing, sports, painting, dancing).

It is through activity and "play" that young children learn and, therefore, action is a necessary part of the learning experience. The young child CANNOT internalize skills unless he actually acts upon the situation and in turn is acted upon. He connot learn by being told. . . he must have opportunities to "do it for himself".

The young child views physical activity as an end in itself and will usually play until he is thoroughly exhausted when he is allowed to. Recognition is sought from athletic abilities and also from productive ability. Running, jumping, climbing, and skipping are new skills he can successfully achieve since his balance and equilibrium are rapidly improving. Since he can successfully use his large muscles, he enjoys activities which involve jumping, running, climbing, and skipping. Children learn through coordinated actions and operations. It is, therefore, necessary to have them experience situations where they extend actions and operations rather than learn to repeat specific tasks.

Objective 7: To enjoy group participation and other children.

Being able to participate with and enjoy other people is crucial to success and happiness later in life. Social experiences are an important part of the learning process. But these abilities do not come naturally. There is much to be learned from activities which provide students with opportunities to deal with other people.

The expanded capabilites of the 8-11 year old for social interactions make group work highly profitable and enjoyable. The upper elementary child's opportunities to interact with others should include both structured and non-structured group situations. Genuine cooperation and competition are sought by this child. Games with specific rules which govern the behavior and interaction of the players, and which are often uniquely created are manifestations of his desire to indicate his maturity and his ability to socially collaborate with others. Activities which foster cooperation and identification with others are a good means of assuring involvement; so too are games requiring a moderate amount of reasoning ability. At times the teacher may decide to group the children according to a specific plan while at other times she may allow the children to select their own groups. Play situations which encourage such exchanges and which enable him to utilize imitation and imagination as emotional outlets are highly appropriate. By acting out various roles, the socialization process is facilitated. Small group play when selected by the individual will expand his horizons and gradually wean him from his egocentric orientation.

Objective 8: To enjoy reading.

The child who can learn to read and reads well, and the child who loves to read is a very fortunate person. Because from that moment on, there is nothing he can't explore, and no place on the face of the earth that he can't travel to, by simply opening a book.

School success is directly dependent upon a childs ability to cope with reading. The ways in which he is taught to read are a major factor in his self image as a reader and in his perceptions of others as fellow learners. Reading is much more than pronunciation of letter sounds or the decoding of little black marks on a page. Reading must be integrated with the child's world of meaning. One of the main reasons so many children are poor readers is that they are not yet persuaded that there's anything in reading for them; they are not motivated to read. Reading becomes associated in their minds with painful experiences such as failure or testing. Children who view reading as a means of learning about themselves and their environment will have more motivation to learn to read than those who see reading as a thing in and of itself. The earlier a child develops this attitude the better a reader he will become.

Reading often becomes overmechanized and overstandardized. Reading should be informal just as if you are talking to a friend. Reading is unextrically interwoven with what the child is to listen to, speak and write about. There are a lot of other learning experiences, which are not called "reading" but which children need in order to read. They need perceptual experiences - particularly oral and speech-based and they need life experience.

The young child is in the process of developing his vocabulary and discovering what words mean. Concrete experience with objects which the words represent builds vocabulary. As he gains experience, he can soon distinguish between words, pictures, and toys and the real objects they symbolize. By manipulating and playing with these various kinds of symbols, he forms mental pictures of the objects and his language becomes more consistent in meaning with language of the adult.

The classroom teacher should allow the child to illustrate his ideas and feelings pictorially and symbolically while at the same time providing him with varieties of objects and concrete experiences to help him internalize words. In essence, the child needs to be able to use known language effectively while learning additional skills.

Objective 9: To feel comfortable doing things alone.

One must always be conscious of the fact that a child possesses a strong need to consider himself a self-sufficient, competent individual who is capable of independent, successful achievement of tasks. An understanding teacher will create an environment in which the child can do his own searching and learning. Each child must have appropriate options from which to choose and time to test out the information they acquire from the encounter. In addition, the child will feel that he is an adequate person if he is not constantly placed in a position where he must compare his achievement to that of others. He should be measured against himself and no one else. Games with winners and losers should not be overstressed.

Objective 10: To feel adequate about personal characteristics
(clothing, hair, physical appearance).

To feel comfortable with one's self the child needs to feel good about his personal characteristics. You don't have to wear the most expensive clothing, have particular physical measurements, or any other particular characteristics to feel good about yourself. In this area there must be no comparisons or contests among children. There is no such thing as best - only what "I" like most and why. The teacher should find out what the children like about themselves and what they don't like. If Audio-Visual aids are used to help the child see himself more accurately, they should focus on positive awareness. Don't pay much attention to 'unchangeable' characteristics even though you believe them to be very positive; lest students without these traits will feel inadequate.

Objective 11: To feel comfortable with elements of the physical world (animals, flowers).

Tasks which allow the child to take apart and rearrange his environment are desirable. The 8-11 year old enjoys manipulating objects in order to discover how they fit together and what makes them work. Gadgets should be plentiful in the classroom. This child both enjoys and benefits from concrete laboratory experiences of physical, chemical, and social causality. Appropriate opportunities for physical exploration of the world will lead the child to higher stages of cognitive thought. Understanding environmental possibilities helps one develop a sense of control over one's own life and a maintaining degree of reality.

Objective 12: To enjoy listening to others.

One develops his view of self from his relationships with others; from the way in which significant others in his environment relate to him; their actions, emotions, and attitudes towards him provide the individual with cues of his worthwhileness as a human being. Close friendships are of particular importance in the early childhood years. Friendships are dependent on give-and-take situations and mutual understanding.

Experiences should be designed which not only require the child to interact with his peers but also to be able to listen carefully to what they say. For example, one option could involve one child responding to questions posed by another child.

Objective 13: To increase one's understanding of self and feelings and to express feelings spontaneously.

Children must acquire means to deal with their inner needs and problems. Activities which help the child gain a better understanding of himself facilitate achievement of this objective. One of the basics of self-understanding is to be able to feel comfortable with one's self. Not everyone can be good at everything. And you don't have to be the best to feel good about yourself.

Consciousness of one's physical and mental state enables one to realistically assess his abilities. Experiences which allow the child to see himself, others, things and ideas more accurately and realistically are critical. It is important for the teacher to provide the child with ample opportunities to verbalize his feelings and to see alternate ways of dealing with them. Ample opportunity to share one's failings with the rest of the class should be available.

Objective 14: To increase sensitivity towards the feelings of others.

As the young child expands his social horizons he is able to appreciate the feelings and ideas of others. Activities where cooperation is critical to success promote respect for the feelings of others. Also, projects which allow him to work to a satisfactory finish with others and to make things cooperatively are beneficial to understanding of one's own feelings.

Instructional Activities:

A primary purpose of this study is to establish some enriching experiences in affective concerns, some healhty classroom practices and then to assess the direct results on children. Since one's self esteem is usually modified only with much effort over a long period of time, an instructional sequence was developed which is fairly lengthy and consistent.

Most educational programs are established around cognitive based units of instruction; bodies of knowledge called disciplines. School curricula are organized around subject matter such as reading, language, mathematics, science, or social studies. Even though special programs may incorporate self-enhancing activities, the curriculum still focuses primarily on cognitive activities. While it is assumed that every teacher is responsible for the positive affective development of students, in reality, most instructors are hired chiefly on the basis of their training in particular cognitive areas. Consequently, self awareness often receives lipservice--particularly at the intermediate levels (grades 3 to 5).

This project has identified a package of "Self Enhancement Activities and Practices" as the medium for stimulating enriching experiences. It is a planned approach and not a series of isolated activities to be injected into the curriculum at will. While we believe that a healthy self-image results from the sum of the daily experiences of the child from all activity, we have chosen to "package" our activities around specific affective objectives and management techniques. Furthermore, it is recommended that this sequence be implemented during pre-determined periods of time. We recommend this not because we believe the "self concept" should be billed as a discipline or should be separated from academic endeavors, but because we believe particular focus at certain times of the day will help children and teachers attain at least a positive affective base which can be built upon at any time during the school day. Minimal teacher planning devoted specifically to the self awareness area may heighten teacher awareness and permeate the total curriculum. Many of the more recent federally funded programs such as Head Start and Follow Through have incorporated instructional elements designed to stimulate self enhancement. While these programs employ various ways to develop and assess self image, few, if any, measure student attainment of specified affective objectives that are promoted by a specified instructional sequence.

A positive self concept cannot fully develop merely by telling the child that he is wonderful or by bestowing affection upon him. Specific, concrete means must be devised for fostering the growth of a positive self concept in various realms of functioning. This can be achieved partly by specific actions related to self concept development. The unit developed through this project structures encounters and environmental controls in a fashion conducive to positive self awareness. This unit includes activities and management techniques appropriate for grades 3-5. It can be implemented over a year's time when students spend roughly 5-8 hours per week engaging in the various encounters. It is not suggested that affective units eventually become part of the curriculum at various grade levels, only that interested teachers try the activities and practices over an extended period of time so that they will incorporate the actions into their teaching style. The sequence is not developed as a basis for additional and higher level sequences. Imagine, for example, a teacher standing in front of the class at the beginning of the course and stating, "This quarter you will learn to be happy--your grade at the end will depend on how happy you are".

The procedures for testing out the affective unit are described in Chapter II. That section additionally describes the inservice that took place and how the implementation in selected schools was monitored.

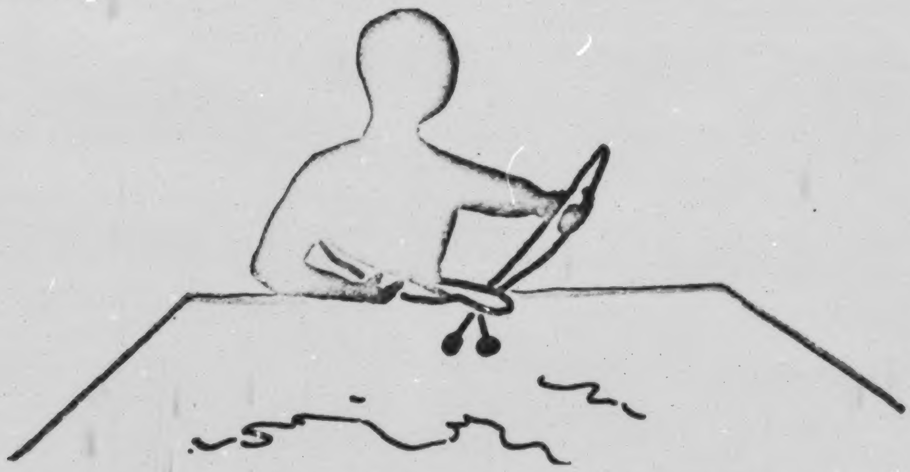
Criterion Assessment:

This section deals with the scope of the criterion assessment of instructional objectives, not with the total evaluation of the project. It explains the procedures for revising the "I Feel . . . Me Feel" instrument as the criterion assessment part of the sequence:

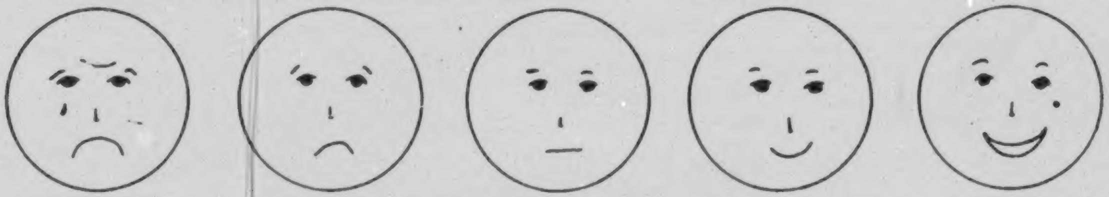
Stated Objectives → Methods of Attainment → Criterion Assessment

Chapter II (Methods-Procedures) deals more specifically with how the total research-evaluation effort was organized and carried out.

The criteria for determining objective attainment was that students indicate a positive feeling on selected items of the "I Feel . . . Me Feel" instrument. This measure (Appendix A) currently consist of forty items relating to the affective objectives of the project. The measure calls for the evaluating of pupil feelings about things which affect children (see Appendix B for information on instrument development). An item example and set of possible responses is presented below. After the child responds by marking the desired face, a numerical rating is assigned to each response (1 through 5).



Item 3. DOING THINGS FOR THE FIRST TIME MAKES ME FEEL



	Very Sad	A Little Sad	Not Sad-Not Happy	A Little Happy	Very Happy
Response Set	1.	2.	3.	4.	5.

Chapter II describes which items go with which objectives and how criterion levels are set for each objective. The results obtained during this project by no means represent a finished product. One of the often forgotten principles in implementing the Objectives-Means-Objectives Assessment sequence is that the process is a continuous one--that is, once objective assessment has occurred the developer revises his objectives based on knowledge gained on the first go around. Hence, one can always update the objectives and assessment procedures. The process by which we will revise the objective sequence was a factor analysis. Through the analysis and subjective naming of factors, the objectives and the assessment instrument can be revised. This procedure is described in detail in the next chapter.

Significance

Listed below are the particular reasons we believe the results obtained by this project will be of importance to teachers and curriculum developers:

- Many teachers have never experienced working with individual children in such a way as to enhance the view of self and concern for others. Schools must meet society's need for citizens who are honest, trustworthy, and concerned about others' welfare. Children can be taught and rewarded for the development of these qualities.

- Self concept building is not a subject like arithmetic or reading; it must permeate every activity and experience of the child throughout the school day, but it will not permeate the school program unless a positive affective basis is established which can stimulate change in other areas. Once the teacher has begun to build a repertoire of successful affective activities as well as an exchange system with other teachers, the task will appear to be less formidable; and she will soon see that it is well worth the effort. While the preparation time is extensive, the teacher will find that her classroom experiences are more relaxed, enjoyable and rewarding.

- The self concept is not singular in nature. The component factors of the self concept must be kept in mind when one develops activities. All the components can rarely be combined in one activity. However, the total classroom experience should provide for each component at some time. In addition, there are two affective developmental stages which concern the elementary school teacher. One extends from approximately five to eight years of age, the other from eight to eleven years of age. One must understand that these age limits merely serve as broad indicators and are flexible.

- Our society seems to be headed for ever increasing feelings of "powerlessness" and "apathy". Many low socio-economic children view themselves as inferior and become apathetic. Their self concept is not such that they feel a sense of control over their environment. They are often, for example, afraid to interact with grown-ups. Activists also have feelings characterized by "powerlessness" due to the subordinate way our society operates. It is profitable for all to gain new understanding about ourselves and to practice with others those skills and processes involved in betterment.

. Children in many Southern schools have been placed in new situations where there has been a substantial transfer of teachers and pupils to different schools based on compliance with court orders. In these situations differences in patterns of living and culture necessitate positive programs and dialogue to enable them to understand and relate to each other, to understand differences among individuals and groups, and to acquire a feeling that they can be proud of their own uniqueness as long as they respect and treat others in a wholesome way. Self enhancement in children can be promoted through the study of cultural differences in peer relations and academic, physical and social values. Yeatts research suggests that it is possible for black and white students to work in integrated classrooms without one group feeling inadequate or without common concerns. Self concept theory is particularly helpful in understanding minority group children. If people are treated differently this will be reflected in their self image and in their behavior. Low self-esteem, conscious self-hatred, and ambivalence are probabilities for those who experience discrimination and who are treated by the majority as being in low social status. Such children need to see themselves and their ethnic groups in a realistic, positive light. If the child can have healthy, satisfying experiences in the school, he will come to view himself as a competent, successful person.

. Academic growth and self-esteem are closely interrelated. Growth in "affective skills" fosters growth in many areas. High school delinquents, for example, have an early record of failure in elementary school which may result from limited affective growth.

. The study will contribute to the body of research on the conditions necessary to encourage individuality. Practices have been developed based on the idea that an essential group goal is to facilitate the learning of all members. Unfortunately, the sharing of feelings is largely ignored in the classroom and such omission limits the opportunity for cohesiveness in the group. This points to the need for providing the opportunity for sharing feelings in an intentional kind of way. Too often personal and group satisfactions are diminished by alienating behaviors.

. A positive affective environment is beneficial for both student and teacher. Learners will be encouraged to help each other. Older children should participate in this environment. Some of the best learning opportunities and excitement results when older children help younger children learn. Teachers are encouraged to ask open ended questions; when a teacher questions he is giving the student an opportunity to use and extend his mind.

Related Literature

Related literature is extensively presented in Attachment C.

CHAPTER II--METHODS, PROCEDURES

This pilot project has been an initial sally into the affective instructional problem. During the duration of the project there were various shifts in thinking and direction. While this meant that much of the research was developmental in nature, an evaluation of the attainment of the project objectives was completed. This section describes how the research and evaluation were organized, carried out and monitored.

How The Treatment Was Organized

Outlined below is a chronological listing of the work procedures and activities that were implemented to develop a self enhancing instructional sequence for pupils in grades 3, 4 and 5, and to administer this sequence on an experimental basis.

1. Two manuals of suggestions for managing an affective classroom environment were developed and are presented as Attachments D and E. Types of student-teacher problem-solving situations and desired patterns of participation are specified.

2. A package of self enhancing activities matched to the affective objectives of the project was developed. Along with the manuals of management suggestions this package of activities forms the essence of the treatment. Attachment F contains 77 pages of activities gathered during the project.

3. A series of workshops acquainting teachers with the proposed activities and management suggestions was conducted by Dr. Yeatts, the project director. Workshop activities are described in more detail in Attachment G.

4. A series of Self Awareness Bulletins with practical ideas and attached response sheets for obtaining feedback from teachers were distributed (see Attachments H, I and J).

5. Teachers implemented the above practices and ideas according to their own discretion. The project was monitored to determine degree of participation.

A Gannt Chart included in Attachment G presents a chronological listing of treatment and assessment activities.

Two types of treatment were conducted in order to accomplish the project objectives:

Treatment 1: Inservice by Dr. Yeatts was conducted in the schools listed below. Teachers in these grades participated in the project.

	GRADES		
SCHOOL	3	4	5
Kimberly	2	2	0
Moreland	2	2	1
Dacula	3	3	3
Drew	3	3	2
Fowler St.	2	2	2

These schools were identified as those undergoing substantial change. The schools represent rural, suburban, and urban populations with these racial percentages:

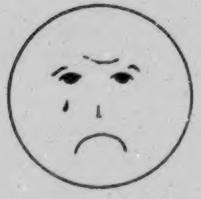
	Black	White
Dacula (rural)	10%	90%
Kimberly (suburban)	63%	47%
Moreland (urban)	18%	82%
Drew (urban)	99%	1%
Fowler St. (small city)	38%	62%

Third and fifth grade students in Kimberly, Dacula and Fowler St. were pre-post assessed on the "I Feel . . . Me Feel" instrument. First grade students were also assessed in order to establish grade level trends.

Treatment 2: Two self awareness bulletins were sent to 40 randomly selected schools in the metro Atlanta area. The newsletters explained the objectives of the project and contained affective activities and management practices for teachers. Teachers receiving the newsletter were asked to evaluate the activities and indicate the ones they tried in their class. Nothing else was attempted at these schools.

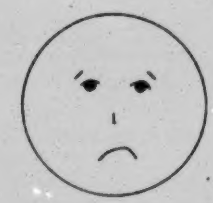
How Pupil Attainment Of The Affective Objectives Was Assessed

Each participating student was asked to respond to the 40 item "I Feel . . . Me Feel" booklet on a pre-post basis. Students were asked to rate each item according to this scale:



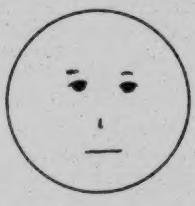
VERY SAD

1



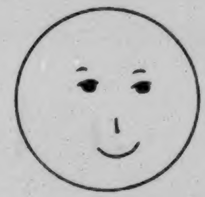
A LITTLE SAD

2



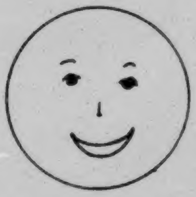
NOT SAD - NOT HAPPY

3



A LITTLE HAPPY

4



VERY HAPPY

5

Values ranging from 1 to 5 (1=Very Sad, 5=Very Happy) were assigned to each student response for each of the 40 items. Table 1 matches the 40 items of the "I Feel...Me Feel" instrument to the 12 affective objectives. The item numbers listed in this chart respond to those found in the assessment booklet (see Attachment A).

Table 1

	Objective	Assessment Item Numbers
1.	To feel good around grown-ups authority figures.	1, 23, 40
2.	To enjoy building and creating things.	2, 15, 19, 24, 32
3.	To like doing things for the first time.	3
4.	To feel good about the school setting.	4, 5, 10, 29, 30, 38, 40
5.	To feel adequate developing basic academic skills.	6, 20, 35
6.	To like active expression (playing, singing, sports, painting, dancing).	7, 18, 19, 25, 27, 28, 31
7.	To enjoy group participation and other children.	21, 25, 30, 34, 36, 37
8.	To enjoy reading.	8, 26, 39
9.	To feel comfortable doing things alone.	9, 24
10.	To feel adequate about personal characteristics (clothing, hair, physical appearance).	13, 17, 22
11.	To feel comfortable with elements of the physical world (animals, flowers).	14, 16
12.	To enjoy listening to others.	30, 33
13.	To increase one's understanding of self.	The last 3 objectives were not part of the original proposal and will not be assessed, however, activities are available for these objectives.
14.	To increase sensitivity towards the feelings of others.	
15.	To express feelings spontaneously.	

A numerical score was determined for each child on each objective by averaging the individual's responses for the items matched to that particular objective. The assessment criterion-level for objective attainment was set at 4.0 for objectives 1, 2, 3, 4, 6, 7, 8, 12, and at 3.0 for objectives 5, 9, 10, and 11.

Evaluation of Project Objective 1 (Were the 12 affective student objectives attained?)

Each individual affective objective was considered promoted by this project if 10% or more of Treatment 1 students possessed the objective on the post-assessment than did on the pre-assessment. Tables 2 and 3 will be used to note the success of the project at facilitating each objective:

TABLE 2

OBJECTIVES POSSESSED AT PRE-ASSESSMENT

	PRE POST	OBJECTIVES POSSESSED BY 90-100% OF THE STUDENTS	BY 75-89%	BY 50-74%	BY LESS THAN 49%
OBJECTIVES POSSESSED AT POST ASSESSMENT	OBJECTIVES POSSESSED BY 90-100% OF THE STUDENTS	OBJ X Y Z			
	BY 75-89%				
	BY 50-74%				
	BY LESS THAN 49%				

TABLE 3

OBJECTIVES POSSESSED AT PRE-ASSESSMENT

PRE POST	OBJECTIVES POSSESSED BY 90-100% OF THE STUDENTS	OBJECTIVES POSSESSED BY 75-89%	OBJECTIVES POSSESSED BY 50-74%	OBJECTIVES POSSESSED BY LESS THAN 49%
OBJECTIVES ATTAINED BY PROJECT (Gain of 10% or more from Pre to Post)	OBJ A B C			
OBJECTIVES NOT ATTAINED BY PROJECT (Gain of less than 10% from Pre to Post)				

Evaluation Of Project Objective 2 (Effectiveness of overall project):

The overall instructional treatment will be considered successful if EITHER:

1. At least 90% of the experimental participants increase their list of "attained objectives" by one additional objective and if no student decreases his list by more than one objective.

OR:

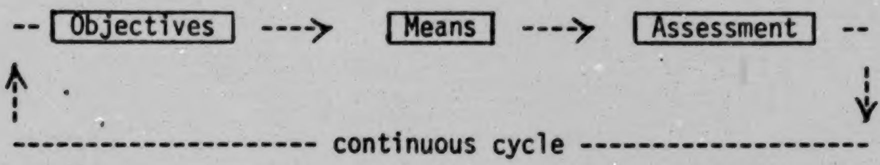
2. More objectives appear in the upper half of Table 3 than in the lower half.

AND IF:

Teacher reaction of Treatment 2 teachers to the activities was positive. Reaction is to be assessed by the questionnaire in Attachment J.

Evaluation of Project Objective 3 (Revision of the instrument):

The Bentley-Yeatts instrument was originally developed as a norm-referenced measure. It was clear, however, that the instrument measured some important concerns - concerns which after being verbalized and expanded could become the basis for an affective objectives sequence. It was equally clear that much revision would be needed to insure that the instrument possessed a good fit with these objectives. In addition, not only would the instrument be tailored to the objectives but also the objectives could be revised based on initial assessment results. Thus the sequence: Objectives --- Means --- Assessment would be viewed as a continuous cycle.



Once objective assessment has occurred the developer can revise his objectives based on knowledge gained on the first cut. One can continuously update the whole process.

One process to revise the instrument and objectives is a factor analysis. Since project objective 3 is clearly developmental in nature, evaluation of the closeness of the fit of objectives with factors derived from this research will be subjective. It was clear from an initial factor analysis performed several years ago that many of the assessment items were measuring the same thing. Unfortunately, the original factor analysis revealed factors which were extremely difficult to name.

This project proposed a replication of the factor analysis by increasing the sample size three-fold to see if clear cut, distinct factors could be named. New objectives and assessment items could then more closely resemble the identified factors.

CHAPTER III--RESULTS

The results of this study are based on a total sample of 279 students who were pre-post assessed. One hundred twenty seven of these students were also tested one year after the treatment. First grade students were additionally tested so that trends could be viewed from year to year.

DESCRIPTION OF POPULATION BY GRADE, SCHOOL

Grade		1	3	5
Kimberly	Male	13	17	0
	Female	10	15	0
Dacula	Male	16	15	0
	Female	20	24	0
Fowler St.	Male	18	33	21
	Female	21	23	20
Totals		98	140	41

Evaluation of Project Objective 1--Results

Individual objectives were considered attained by this project if 10% or more of treatment 1 students possessed the objective on the post-assessment than on the pre-assessment. These charts indicate the relative success of the project at fostering particular objectives.

TABLE 2

OBJECTIVES POSSESSED AT PRE-ASSESSMENT

	PRE / POST	OBJECTIVES POSSESSED BY 90-100% OF STUDENTS	BY 75-89%	BY 50-74%	BY LESS THAN 49%
OBJECTIVES POSSESSED AT POST ASSESSMENT	OBJECTIVES POSSESSED BY 90-100% OF STUDENTS	OBJ 10 OBJ 11			
	BY 75-89%		OBJ 2 OBJ 3 OBJ 5 OBJ 6 OBJ 9		
	BY 50-74%		OBJ 7 OBJ 12	OBJ 8	
	BY LESS THAN 49%				OBJ 1 OBJ 4

TABLE 3
OBJECTIVES POSSESSED AT PRE-ASSESSMENT

PRE / POST	OBJECTIVES POSSESSED BY 90-100% OF STUDENTS	OBJECTIVES POSSESSED BY 75-89%	OBJECTIVES POSSESSED BY 50-74%	OBJECTIVES POSSESSED LESS THAN 49%
OBJECTIVES ATTAINED BY PROJECT (GAIN OF 10 or more from Pre to Post)				
OBJECTIVES NOT ATTAINED BY PROJECT (GAIN OF less than 10% from Pre to Post)	OBJ 10(Loss of 2%) OBJ 11(Gain of 1%)	OBJ 2(Loss of 5%) OBJ 3(Loss of 2%) OBJ 5(Loss of 7%) OBJ 6(Loss of 6%) OBJ 7(Loss of 5%) OBJ 9(Gain of 3%) OBJ12(Loss of 10%)	OBJ 8(Loss of 6%)	OBJ 2(Loss of 8%) OBJ 4(Loss of 8%)

Results indicate that while many of the students were already above the criteria-level on the pre-test, students who were not at criteria-level in the beginning indicated little progress in changing their attitudes (the objectives). On none of the twelve affective objectives did more than 10% of the students move from below criteria-level to above. As a matter of fact, on all but two affective objectives students had poorer attitudes at the end of the year. In particular, marked declines of attitudes have been noted for objectives seven and twelve (group participation and listening to others). On the other objectives student attitudes remain about the same as on the pre-assessment. These results are typical of past assessments on the "I Feel. . . Me Feel" instrument that the student's attitude about himself and his surroundings (self concept) declines during the years of 6-9. This does not mean that some individual attitudes were not promoted by the project, but that overall the objectives were not attained. Possible reasons why the project did not promote the affective objectives are discussed in Chapter IV - Discussion.

Attachment K presents the computer-based programs and examples of individual assessment results.

Evaluation of Project Objective 2 - Results

The overall instructional treatment was to be considered successful if EITHER:

1. At least 90% of the experimental participants (treatment 2) increase their list of "attained objectives" by one additional objective and if no student decreases his list by more than one objective.

OR:

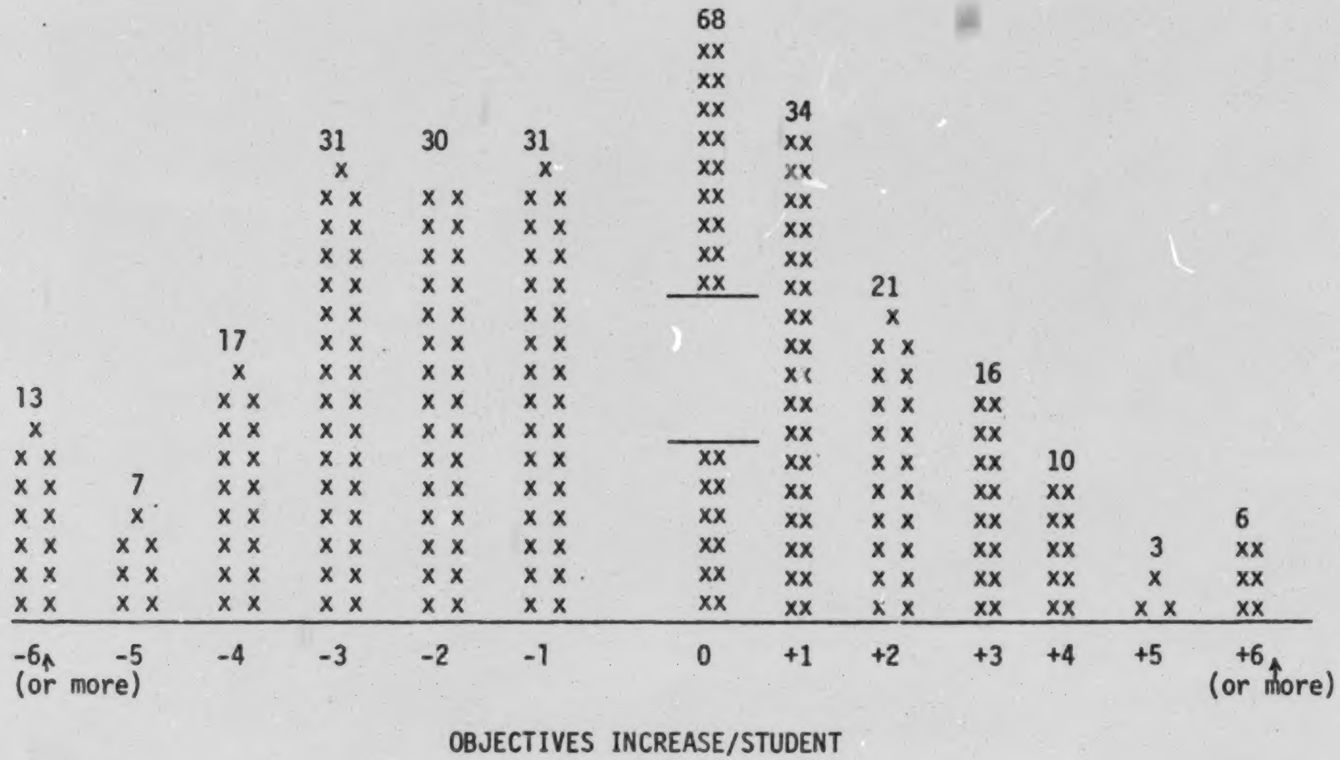
2. More objectives appear in the upper half of Table 3 than in the lower half.

AND IF:

3. Teacher reaction of treatment 2 teachers to the activities was positive. Reaction is to be assessed by the questionnaire in Attachment D.

The chart below indicates the number of students increasing or decreasing their list of attained objectives.

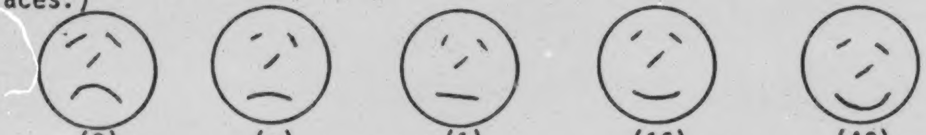
TABLE H
INCREASE IN NUMBER OF OBJECTIVES ATTAINED FROM PRE TO POST



A large number of students have actually decreased their list of attained objectives (i.e., decrease in attitudes toward a particular objective area). Thus, part 1 of the criteria stated on the previous page has not been met. Obviously the criteria set was far too stringent. Additionally, part 2 of the criteria was not attained since no objectives appear in the upper half of Table 3 (see results on page 27 for breakdowns by school, grade, and sex).

The results applying to criteria 3 - teacher reaction to the activities appear below. Results are indicated in parentheses.

What is your general impression of our newsletter? (Shade one of these faces.)



(0) (o) (1) (16) (43)

Please check those activities in this newsletter which caught your eye.

#1	#2	#3	#4	#5	#6	#7	#8
(30)	(38)	(25)	(34)	(25)	(31)	(28)	(45)

Please check those activities in this newsletter which you tried in your class

#1	#2	#3	#4	#5	#6	#7	#8
(6)	(20)	(16)	(12)	(8)	(9)	(8)	(21)

The 60 teachers who responded to this questionnaire were very positive in their reaction to the activities. Since they responded immediately after receiving the questionnaire they had little chance to try the activities; Even so about one third of the teachers were able to try activities 2 and 8 (Attachment H). The third criterion of project objective 2 was therefore attained.

Results by School and Sex

TABLE L

School	Gain In Objectives From Pre To Post				
	Gain More Than 5	Gain 2-4	+1 To -1	Loss 2-4	Loss More Than 5
Kimberly					
Grade 1	1 (4%)*	7 (30%)	9 (39%)	5 (21%)	1 (4%)
3	0 (0%)	6 (18%)	16 (48%)	8 (24%)	3 (9%)
Dacula					
Grade 1	1 (3%)	7 (19%)	24 (67%)	2 (6%)	2 (6%)
3	2 (4%)	6 (12%)	27 (52%)	14 (27%)	3 (6%)
Fowler St.					
Grade 1	3 (8%)	7 (18%)	17 (44%)	12 (31%)	0 (0%)
3	0 (0%)	2 (4%)	29 (52%)	20 (36%)	5 (9%)
5	1 (2%)	8 (20%)	14 (34%)	13 (32%)	5 (12%)

TABLE M

Sex	Gain In Objectives From Pre To Post				
	Gain More Than 5	Gain 2-4	+1 To -1	Loss 2-4	Less More Than 5
Grade 1					
Male	2 (4%)	11 (22%)	25 (51%)	9 (18%)	2 (4%)
Female	3 (6%)	10 (20%)	27 (53%)	10 (20%)	1 (2%)
Grade 3					
Male	0 (0%)	8 (10%)	41 (52%)	25 (32%)	5 (6%)
Female	2 (3%)	6 (10%)	31 (50%)	17 (27%)	6 (10%)
Grade 5					
Male	1	4	6	8	2
Female	0	4	8	5	3

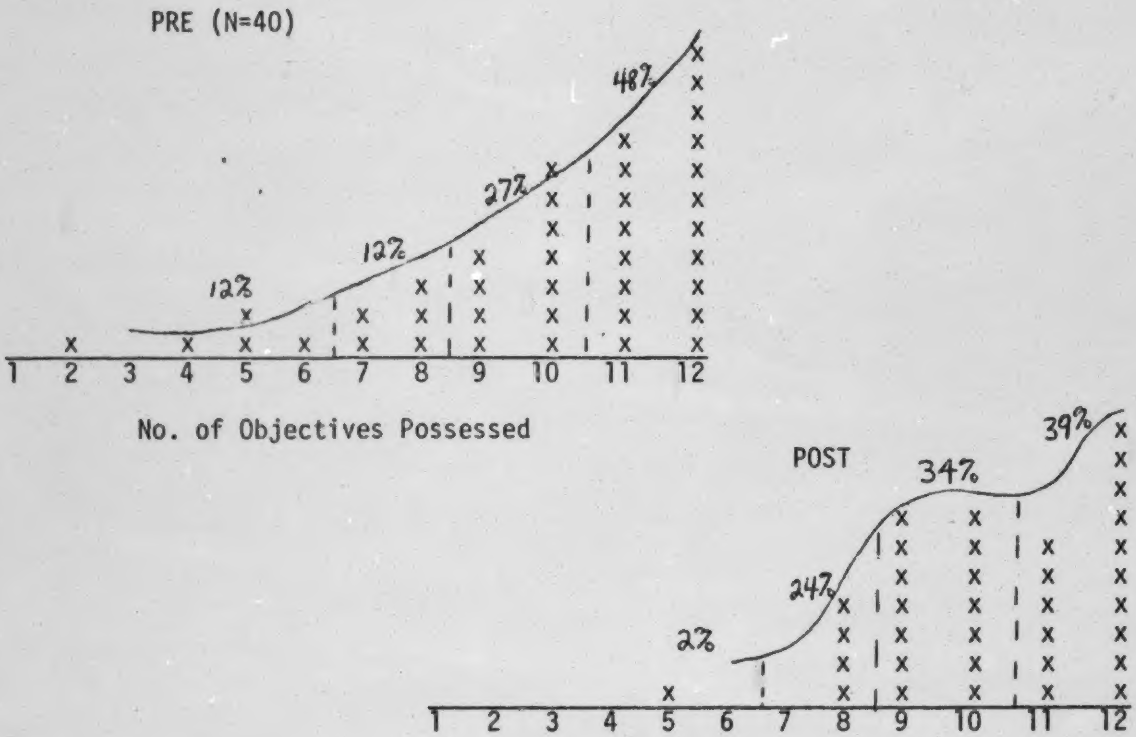
*Percentage of students gaining or losing.

Longitudinal Results

While the correlation between different administrations (6 months apart) of the "I Feel...Me Feel" measure was only .38, longitudinal results from year-to-year reported by grade level reveal some interesting trends. Grade level trends are presented below in graphic form by school.

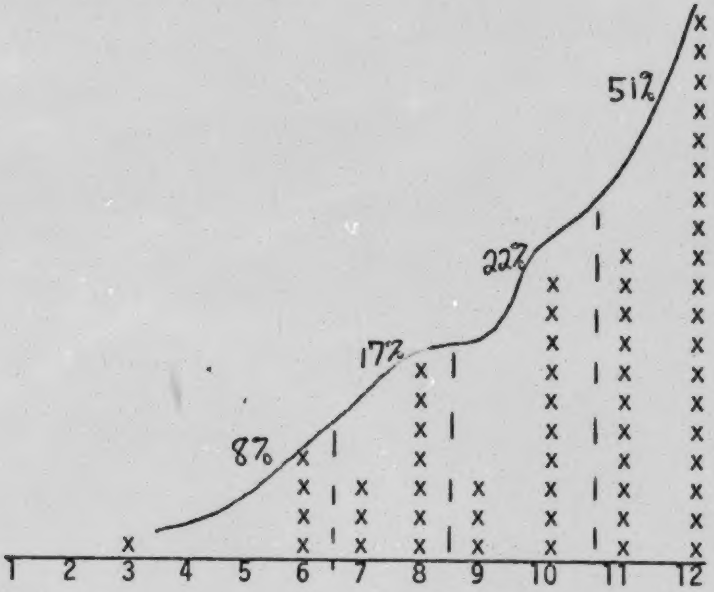
Fowler St. School

Grade 1

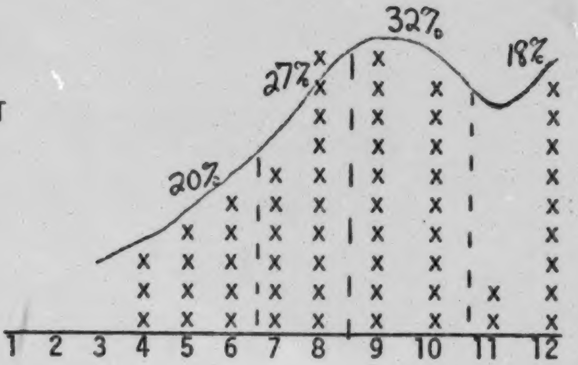


Grade 3

PRE (N=58)

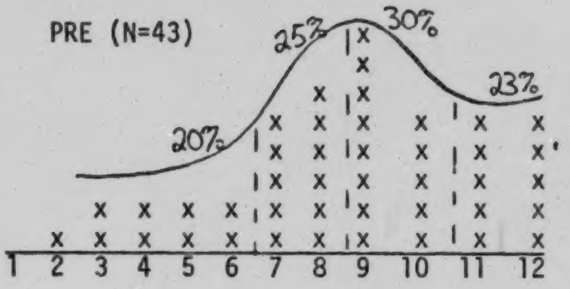


POST

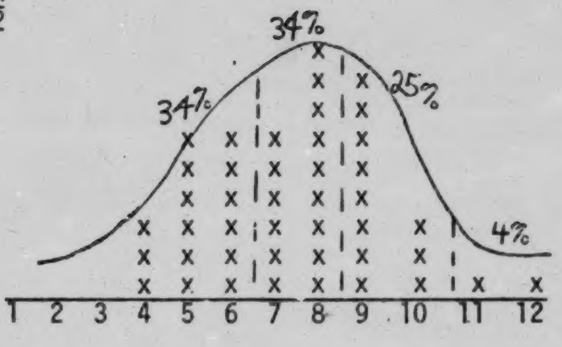


Grade 5

PRE (N=43)



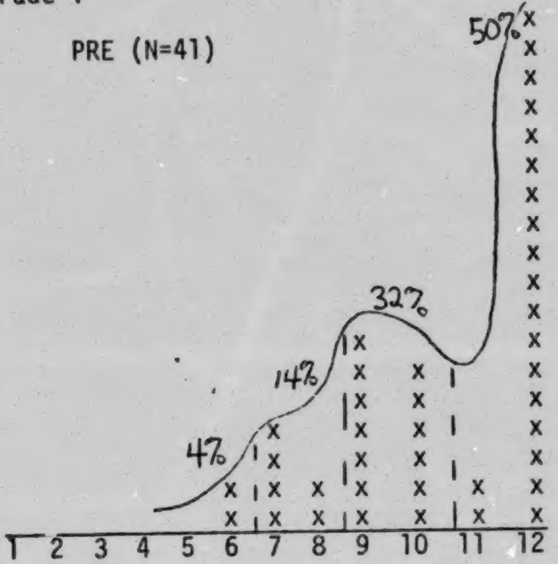
POST



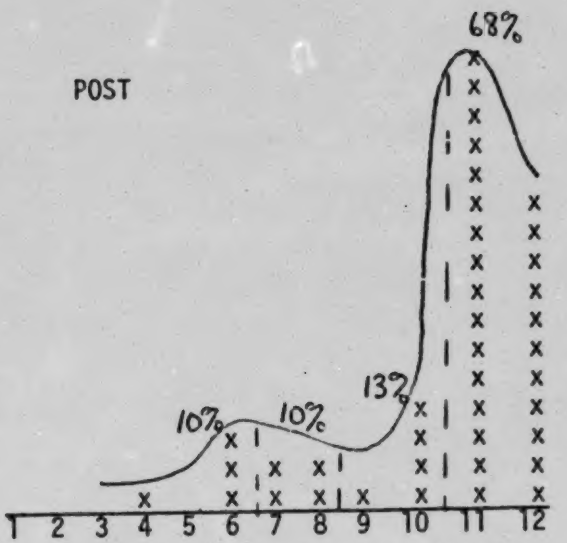
Dacula School

Grade 1

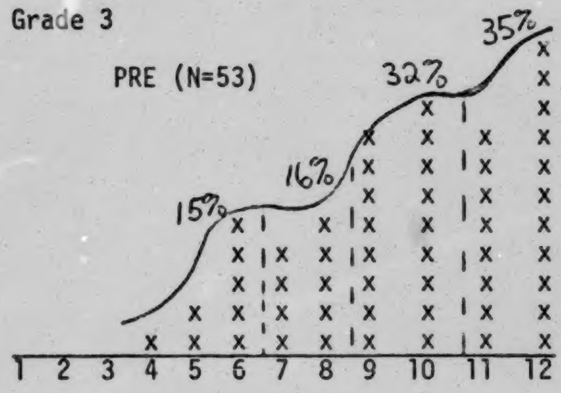
PRE (N=41)

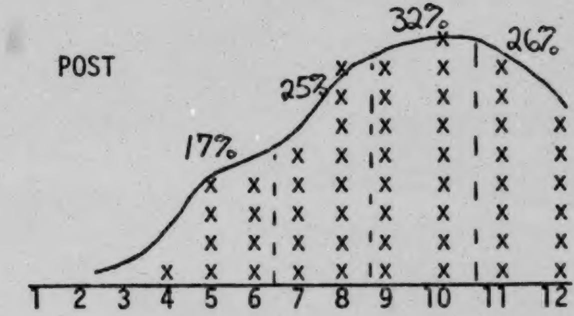


POST



Grade 3

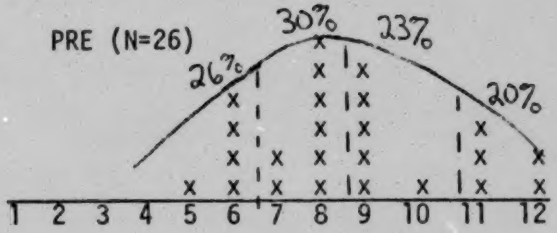

PRE (N=53)


POST

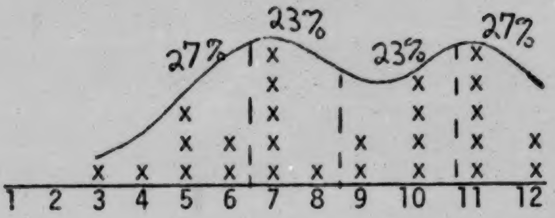
Kimberly School

Grade 1

PRE (N=26)

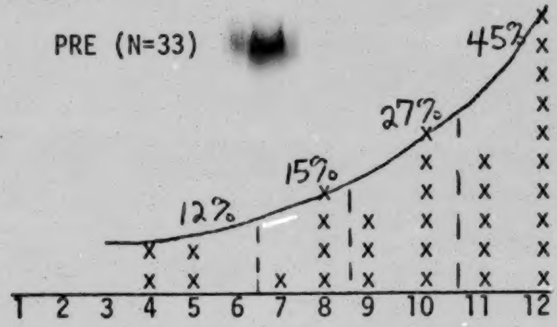


POST

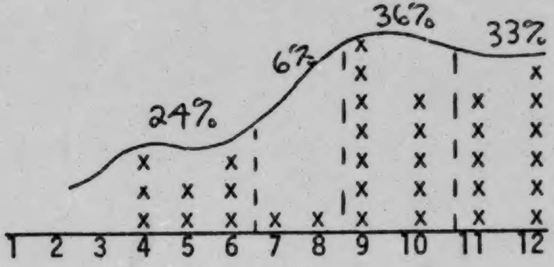


Grade 3

PRE (N=33)



POST



Evaluation of Project Objective 3 - Results

Presented below are the test items that boys and girls differ significantly in response to. A complete item analysis is presented in Attachment L.

Item #13 - My Clothes Make Me Feel

Response	Male	Female
5 Very Happy	97	117
4	43	24
3	20	16
2	6	5
1 Very Sad	15	3

$\chi^2 = 15.1$ D.F. = 4

Significance at
at 5% level = 9.5

Item 16 - Flowers Make Me Feel

Response	Male	Female
5 Very Happy	72	77
4	39	36
3	26	29
2	5	8
1 Very Sad	39	15

$\chi^2 = 11.1$ D.F. = 4

Item #22 - My Hair Makes Me Feel

Response	Male	Female
5 Very Happy	91	136
4	36	14
3	32	13
2	8	0
1 Very Sad	14	2

$\chi^2 = 43.0$ D.F. = 4

Item #24 - Building Things By Myself

Response	Male	Female
5 Very Happy	112	73
4	45	40
3	16	40
2	0	5
1 Very Sad	8	7

χ^2 = 23.1 D.F. =4

Item #30 - My Class Makes Me Feel

Response	Male	Female
5 Very Happy	113	81
4	45	39
3	10	20
2	6	12
1 Very Sad	7	13

χ^2 = 12.1 D.F. = 4

Item #33 - Listening to Stories

Response	Male	Female
5 Very Happy	101	115
4	23	31
3	26	10
2	7	2
1 Very Sad	24	7

χ^2 = 20.6 D.F. = 4

Item #35 - Arithmetic Makes Me Feel

Response	Male	Female
5 Very Happy	125	90
4	21	31
3	21	16
2	8	8
1 Very Sad	6	20

$\chi^2 = 15.1$ D.F. = 4

Several factor analyses were run and the one in which five factors were rotated was selected as the clearest to interpret. Listed below are the named self concept factors and the items that weighed the heaviest in each factor. Only factor loadings of .48 or above were selected.

Factor 1 - Fun	Factor Loadings
Item 34 - Playing games makes me feel	.59
Item 33 - Listening to stories makes me feel	.55
Item 25 - When I play I feel	.54
Item 31 - Going down a slide makes me feel	.53
Item 28 - Throwing a ball makes me feel	.48

Factor 2 - Academic	
Item 4 - School makes me feel	.64
Item 10 - Going to school makes me feel	.63
Item 38 - Teacher makes me feel	.52

Factor 3 - Femininity	
Item 37 - Playing with girls makes me feel	.73
Item 27 - When I dance I feel	.52
Item 36 - Boys make me feel	-.49

Factor 4 - Novelty (First Time)	
Item 3 - Doing things for first time makes me feel	.55
Item 8 - Reading a new book makes me feel	.49

Factor 5 - Detachment (Independence)	Item Weight
Item 9 - Doing things by myself makes me feel	.56
Item 12 - When I get mad i feel	.55
Item 24 - Building things by myself makes me feel	.48

CHAPTER IV--CONCLUSIONS

This chapter presents the highlights, constraints, accomplishments, failures, recommendations and significance of the study.

Highlights

1. Twelve measurable affective objectives were stated.
2. An instructional sequence was organized around the affective objectives. This included:
   - Specific affective activities matched to objectives.
   - Classroom management practices that were considered appropriate in promoting positive self esteem.
3. The Bentley-Yeatts "I Feel...Me Feel" measure was used to pre-post assess first, third, and fifth grade students at 3 schools:
   - 1 Small town (predominately white)
   - 1 Rural (predominately white).
   - 1 Metropolitan (predominately black).
4. Inservice workshops were held to explain the project and disseminate instructional material.
5. Newsletters were sent out publicizing the project and disseminating ideas.
6. Research was conducted on the effectiveness of the sequence, the nature of the self concept of children in grades 1 through 5, and the degree of fit between objectives and objective assessment.

Constraints

This pilot project was an initial sally into the affective instructional problem. Arriving at a statement of measurable affective objectives was not a simple or linear job. It was decided to state objectives in terms of students "indicating positive feelings" about things instead of trying to define "correct" student behavior. Measurable criteria were simply that "students will indicate positive feelings" when asked their reactions on the "I Feel...Me Feel" measure. Objective attainment, consequently, was measured by student attitudes about things rather than by successful accomplishment of a certain number of activities.

Measuring student attainment of affective objectives in this way created a very fluid situation. That is, one might possess an objective at one point in time, but not possess it at a subsequent time because feelings are the determinant of objective attainment. We attempted, however, to base objective attainment on multiple feelings relating to a cluster of similar student concerns so that objective possession would not fluctuate as rapidly.

Another major constraint of this study was the matter of comparing the self esteen status of project children with the status of the typical third to fifth grade child. Looking at the pre-assessment results across the grade levels 1-5(see pages 28-33)the trend is for students at the predominately white schools (Fowler Street and Dacula) to lose self esteen during grades 2-5 with the greatest loss occurring at grade 3. At the predominately black school, Kimberly, students appear to start with a lower self concept in the first grade but, they improve slightly over the next 2 years and eventually match and even surpass the Fowler and Dacula students whose self concept is declining. Because of the overall decline of self esteen during the early years, it probably would have been a more realistic project goal to aim at maintaining the high level of self esteen at schools such as Fowler Street and Dacula but to aim for improvement at schools such as Kimberly. In other words the project objectives would have been better stated after a pre-assessment of the affective status of each school.

Accomplishments-Failures

This project did little to stop the decline of self esteem which occurs during the middle elementary grade levels. No more than 10% of the students moved from below the criterion-level to above on any of the 12 affective objectives. Only on two objectives did more students achieve than lose. These objectives were:

- To feel comfortable doing things alone.
- To feel comfortable with elements of the physical world.

On the other hand, there was a substantial decline of attitudes on these objectives:

- To enjoy group participation and other children.
- To enjoy listening to others.

Project objective 1 was not obtained because none of the 12 affective student objectives were attained. Even so, however, it is important to mention that over 75% of all students possessed objectives 2, 3, 5, 6, 7, 9, 10, 11, 12 at the beginning of the project. Only on objectives 7 and 12 (group participation and listening to others) was there a substantial decline.

Project objective 2 was also not attained since large numbers of students lost more than two objectives during the year (Table H on page 25). It is now obvious that the original criteria for obtaining project objectives were too stringent, however, that is not the main reason for the failure to obtain the first two project objectives. The overriding weakness of the total effect was a failure to effectively monitor the suggested instructional program. While teachers reacted very positively to the activities developed (see page 26), it is also apparent that 2-3 inservice workshops did not stimulate implementation of the ideas on a regular basis. Project staff simply were unable to monitor and stimulate the trying of ideas on a day-to-day basis and to assist teachers regularly. We relied too heavily on the principle that if a program looks good to teachers they will eventually carry the ball with very minimal support. Minimal inservice support was all we were able to offer.

Project objective 3 was attained. Significant findings will not only enable us to revise the "I Feel...Me Feel" measure and the objective sequence, but also to understand the nature of the decline of self concept in the later elementary grades. The tables on pages 28-33 indicate that at the predominately white student population schools, Fowler St. and Dacula, there occurred a loss of self esteem from pre-to-post beginning about grade 2* with the greatest loss occurring during the third grade. During the first grade self esteem gains were made at Dacula (a substantial gain) and Kimberly. At the predominately black school, Kimberly, the self-concept of 1st graders was significantly lower than at Dacula and Fowler Street, trends from grade 1 to 3 indicate a slight rise in self esteem such that by grade 3 Kimberly students slightly exceeded Dacula and Fowler Street. The 3rd grade distribution at Kimberly is bi-modal with a significant number of students having a poor self concept as judged by objectives possessed. There seems to be no sex differences (Table M, page 27) in overall gain or loss of self esteem across grade level.

Recommendations

The project staff concluded that the number of objectives was too large and also that all objectives were not sufficiently assessed by the Bentley-Yeatts measure. In addition, many of the test items seemed to be measuring the same thing and the correlation of objectives possessed between assessment periods was only .38. Consequently, a factor analysis was run in which five clearly interpretable factors appeared. These were labeled:

- Fun
- Academic
- Femininity
- Novelty
- Detachment

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* Grade 3 pre test is an indicator of grade 2 results.

We recommend that the Bentley-Yeatts measure be reduced to the 16 items which contributed the most to the five factors. This process should insure a much better fit between objectives and objective assessment and the instrument would contain a smaller number of discriminating items. In addition to the five objectives to be stated from the factor analysis we are planning additional factor analyses to be run for different grade levels, socio-economic levels, and sexes to see if additional objectives should be identified for particular groups of students. We intend to do this because there were large discrepancies between groups on certain items. For example, differencies between the attitudes of male and female were noted on these items:

Item 13 (Clothing - Girls felt happier about)
Item 16 (Flowers - Many boys felt negative about)
Item 22 (My Hair - Girls felt much more positive about)
Item 24 (Building things by myself - Boys felt much more positive about)
Item 30 (My Class - Boys felt much more positive about)
Item 33 (Listening to stories - Many boys felt negative about)
Item 35 (Arithmetic - Boys felt much more positive about, some girls more negative)

Interestingly enough, on the items relating to boys and girls interacting with each other, boys generally felt positive about "playing with girls". Additional factors which might emerge from further factor analyses will mean additional items can be included in the measure. Clearly the need to examine additional dimensions of self exists.

The initial development of the project focused on the preparation of objectives and a measure to assess student growth. Since one's self esteem is modified over periods of time, we are going to channel further efforts on the problems of in-service and encouraging teachers to try practices for significant periods of time. This means working with teachers so that they too see themselves in a more positive way. One cannot fill someone else's bucket, so to speak, unless one's own bucket is filled.

Evaluation of the whole effort was characterized by a series of mini experiments rather than by a rigorous evaluation of an instructional sequence which was being fully implemented. The evaluation focus was clearly developmental and it is recommended that once a comprehensive program of in-service and program monitoring is fully implemented a more thorough evaluation of the instructional sequence should take place. This effort was a first-cut at dealing with the affective problem and we certainly do not intend to write off these results as being too negative to give up on the effort. Once acceptable in-service and monitoring programs are implemented we intend to evaluate the effort by relating teacher degree of participation to student growth.

Significance

All too frequently we focus on terminal growth and ignore entering behavior and the processes by which entering behavior is transformed into terminal outcomes. Listed below are reasons we believe the project has been very important for metro Atlanta schools.

1. This project has given us some tools for determining feelings and for promoting and assessing affective growth.

2. The effort has produced a cross-sectional study involving a large population and has established a basis for determining the reliability of the instrument.

3. Development of self-awareness does not occur in an all-or-none fashion. More likely a child has different feelings at different times. This project has identified five factors which seem to be common to all students from grades 1 to 5. Chances are additional ones will be identified for differing groups of students.

4. The activity package and management practices produced by the project have already been disseminated to approximately 50 schools. This has been done with the cooperation that exists between M-CESA and the following agencies:

    - Teacher Corps Program (40 schools received copies)
    - Macon, Georgia Resource Learning Service
    - Atlanta, Clayton, Gwinnett, Douglas, Decatur and DeKalb, Marietta, school systems
    - Atlanta DICEPS Project
    - Georgia State University Library

5. We believe the study contributes to the body of research on conditions necessary to encourage individuality. Specific evidence is gathered at various states regarding how students feel.

6. Enriching experiences in affective concerns and healthy classroom practices have been categorized and disseminated to teachers. Activities encourage learners to help each other. Older children and adults are to participate in the total environment. Differences in patterns of living and culture are to be discussed and acted upon.

Attachment A

I FEEL . . .

. . . ME FEEL

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SELF CONCEPT APPRAISAL

Pearline Peters Yeatts
Ernest L. Bentley, Jr.

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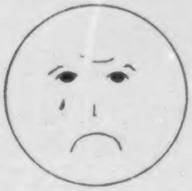
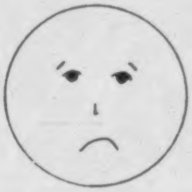
INSTRUCTIONS

I Feel . . .
. . . Me Feel
Self-Concept Appraisal*

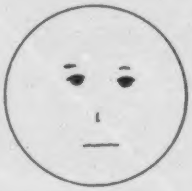
This book has pictures of things, people, and things to do. Each of these makes you feel some way—very sad, a little sad, neither sad nor happy, a little happy, very happy. All of us feel these ways at some time.



VERY SAD



A LITTLE SAD



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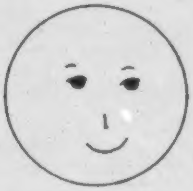

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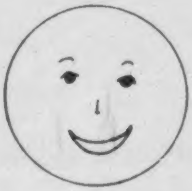

VERY HAPPY

The questions are all about how you feel. There are no right or wrong answers. Look at the picture, think about how you feel, and mark the mouth of the face which best shows how you feel.

You should always be on the same picture as the teacher's large chart. Do not turn the page until the teacher tells you to do so. Are there any questions?

**Art work by Liz Carmichael Jones. Editorial, composition and technical assistance by Edith Miller.*

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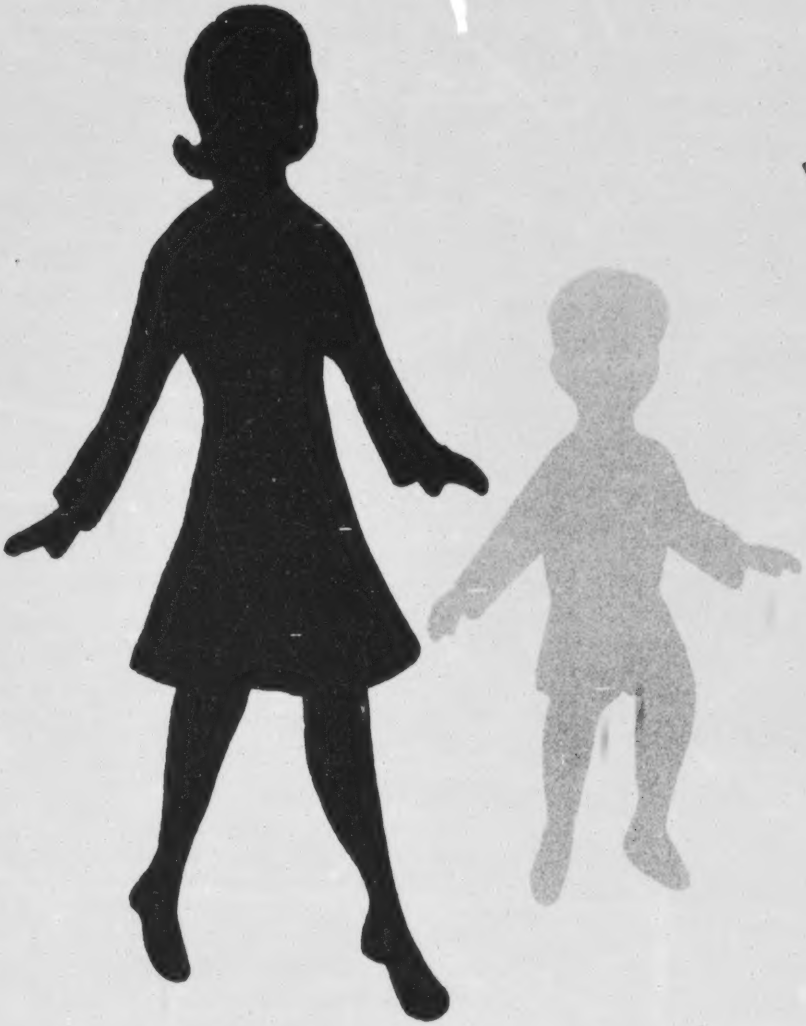
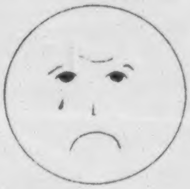


1. WALKING WITH THE TEACHER MAKES ME FEEL



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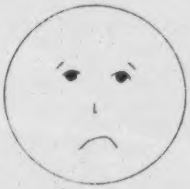

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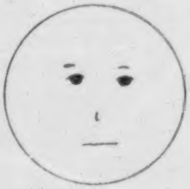

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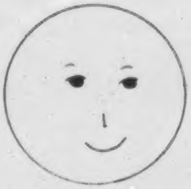

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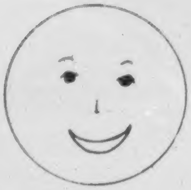

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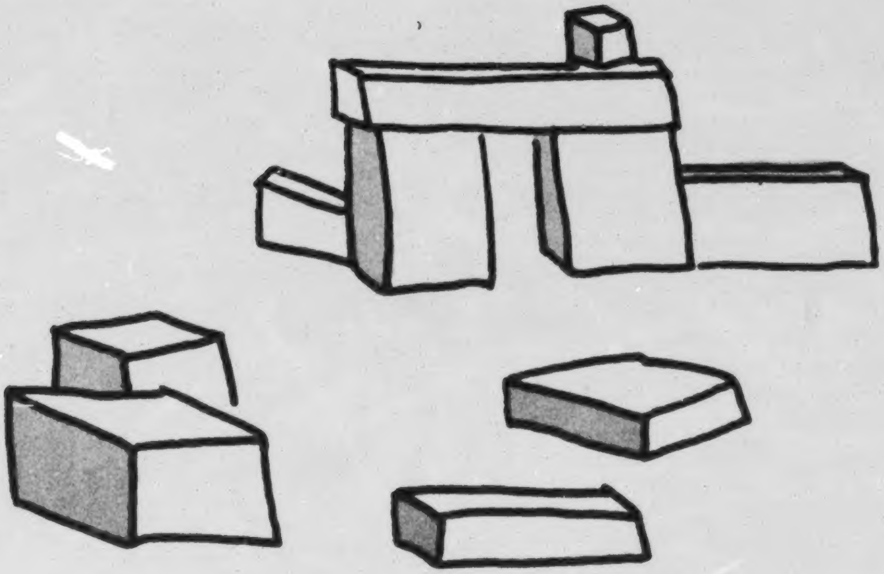
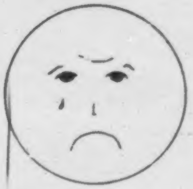


2. BUILDING THINGS WITH BLOCKS MAKES ME FEEL



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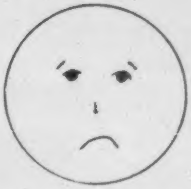

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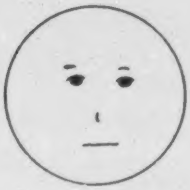

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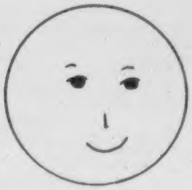

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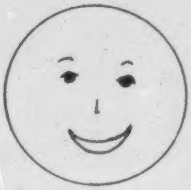

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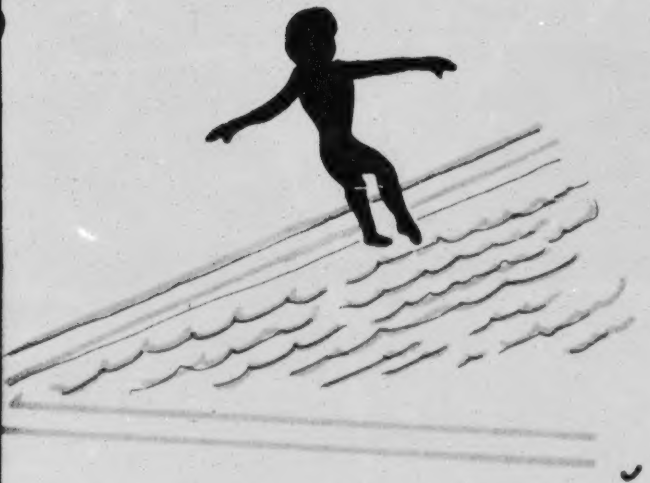

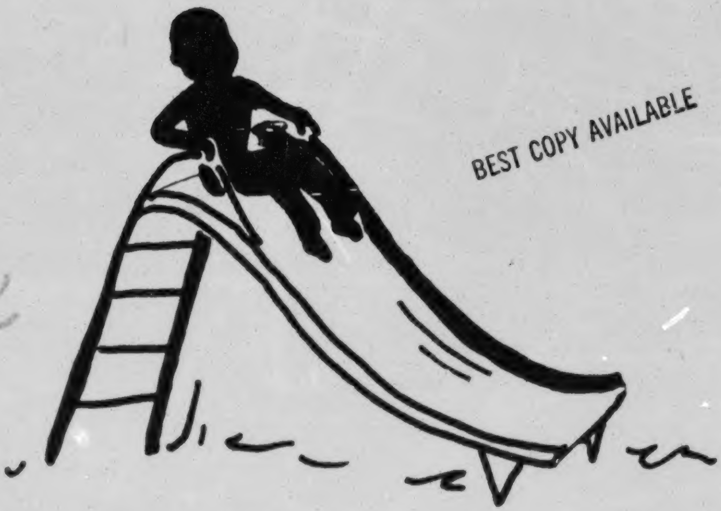

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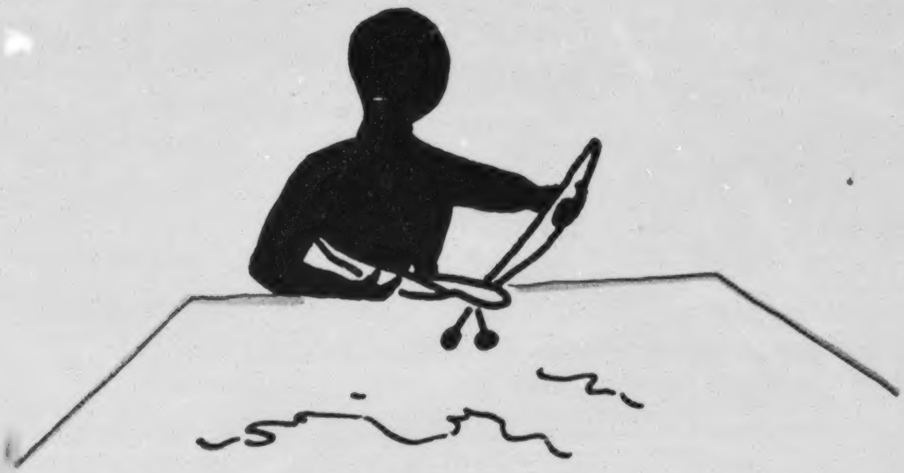
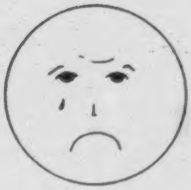


3. DOING THINGS FOR THE FIRST TIME MAKES ME FEEL



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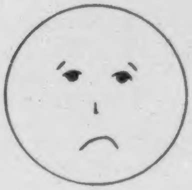

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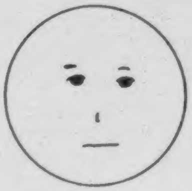

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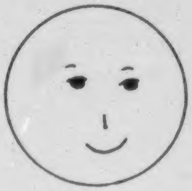

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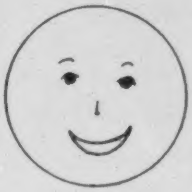

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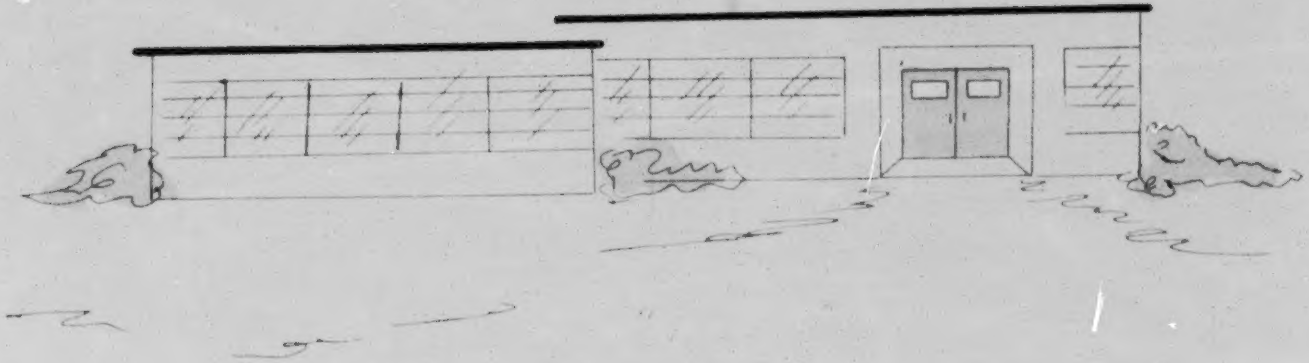
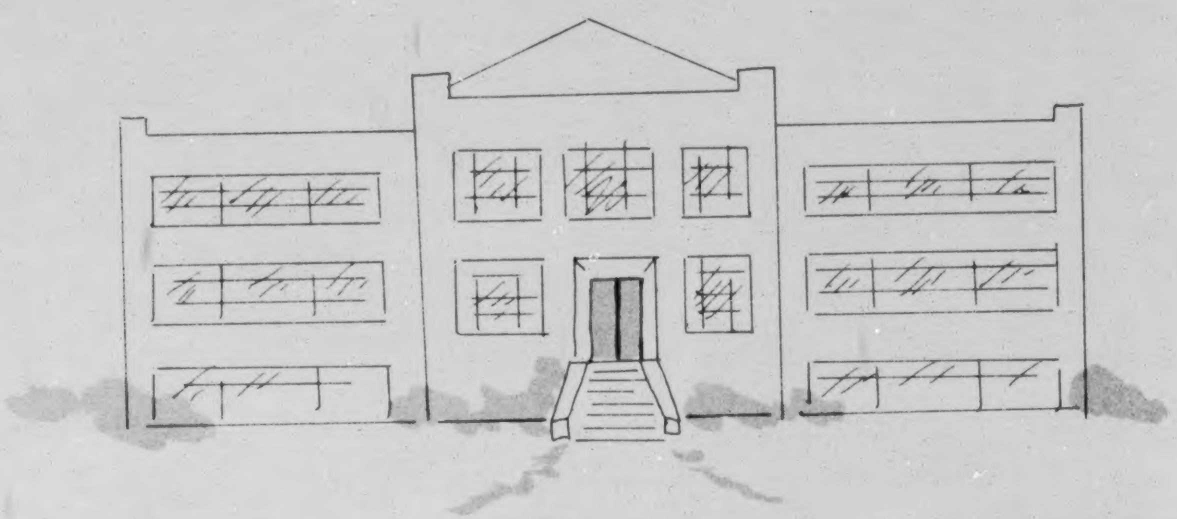
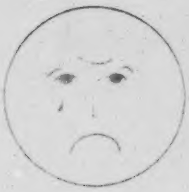




4. SCHOOL MAKES ME FEEL



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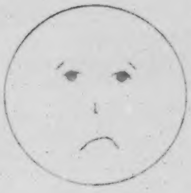

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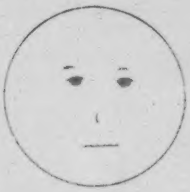

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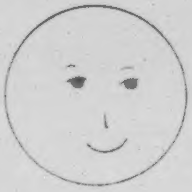

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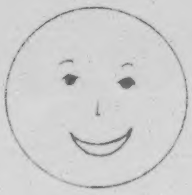

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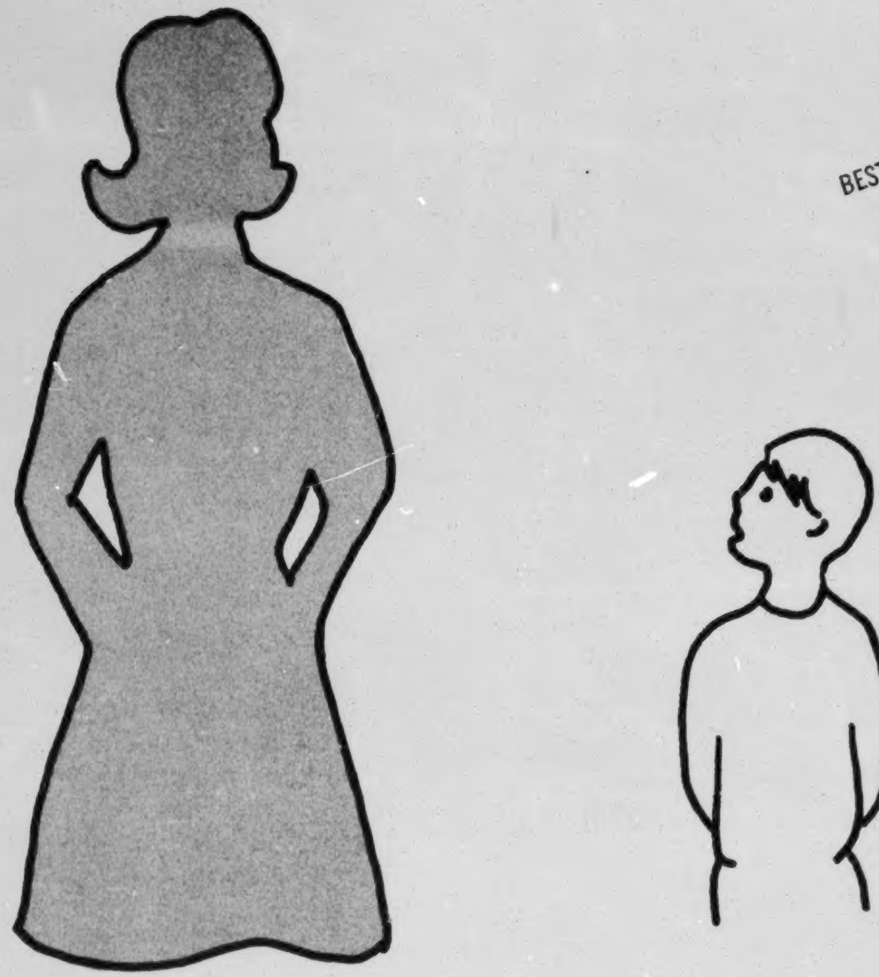
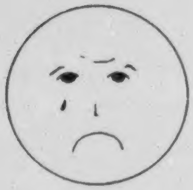


5. WHEN THE TEACHER TALKS TO ME I FEEL



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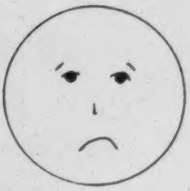

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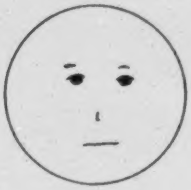

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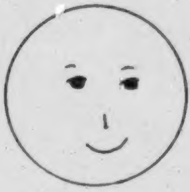

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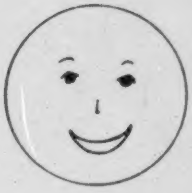

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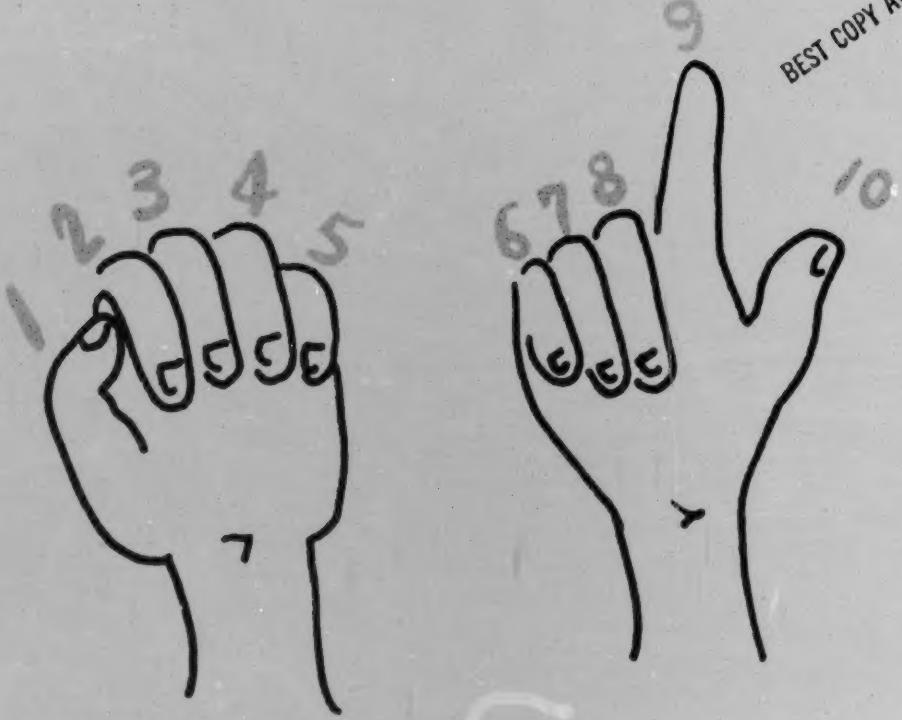
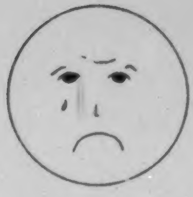


6. COUNTING TO TEN OR MORE MAKES ME FEEL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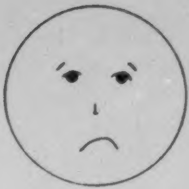
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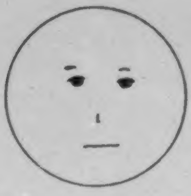
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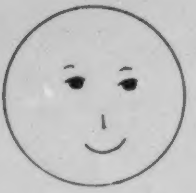
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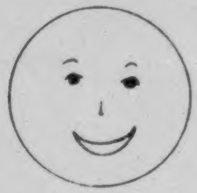
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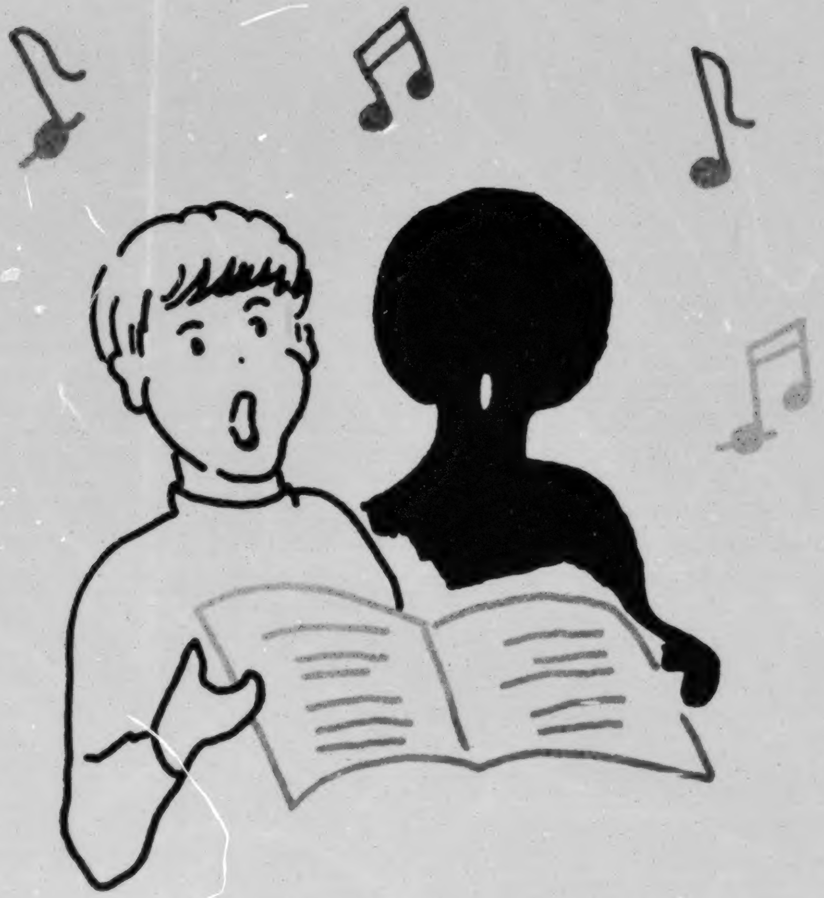
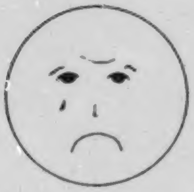


7. SINGING MAKES ME FEEL



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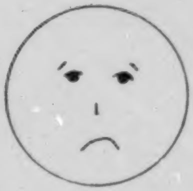

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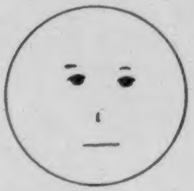

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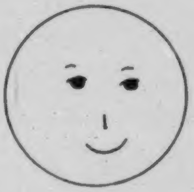

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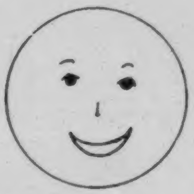

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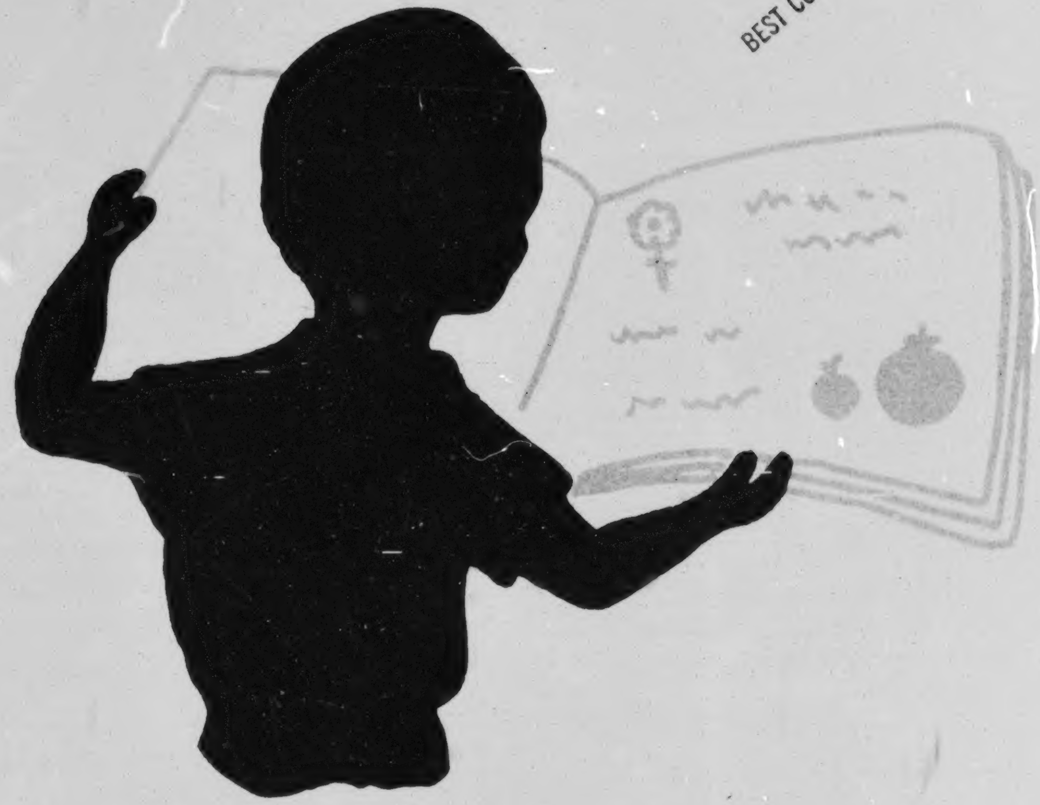
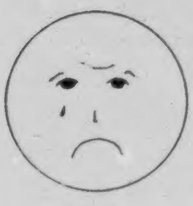


8. READING A NEW BOOK MAKES ME FEEL



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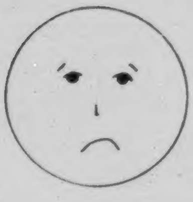

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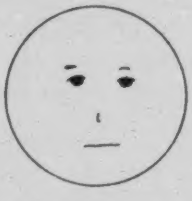

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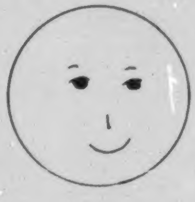
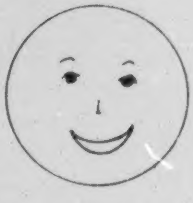
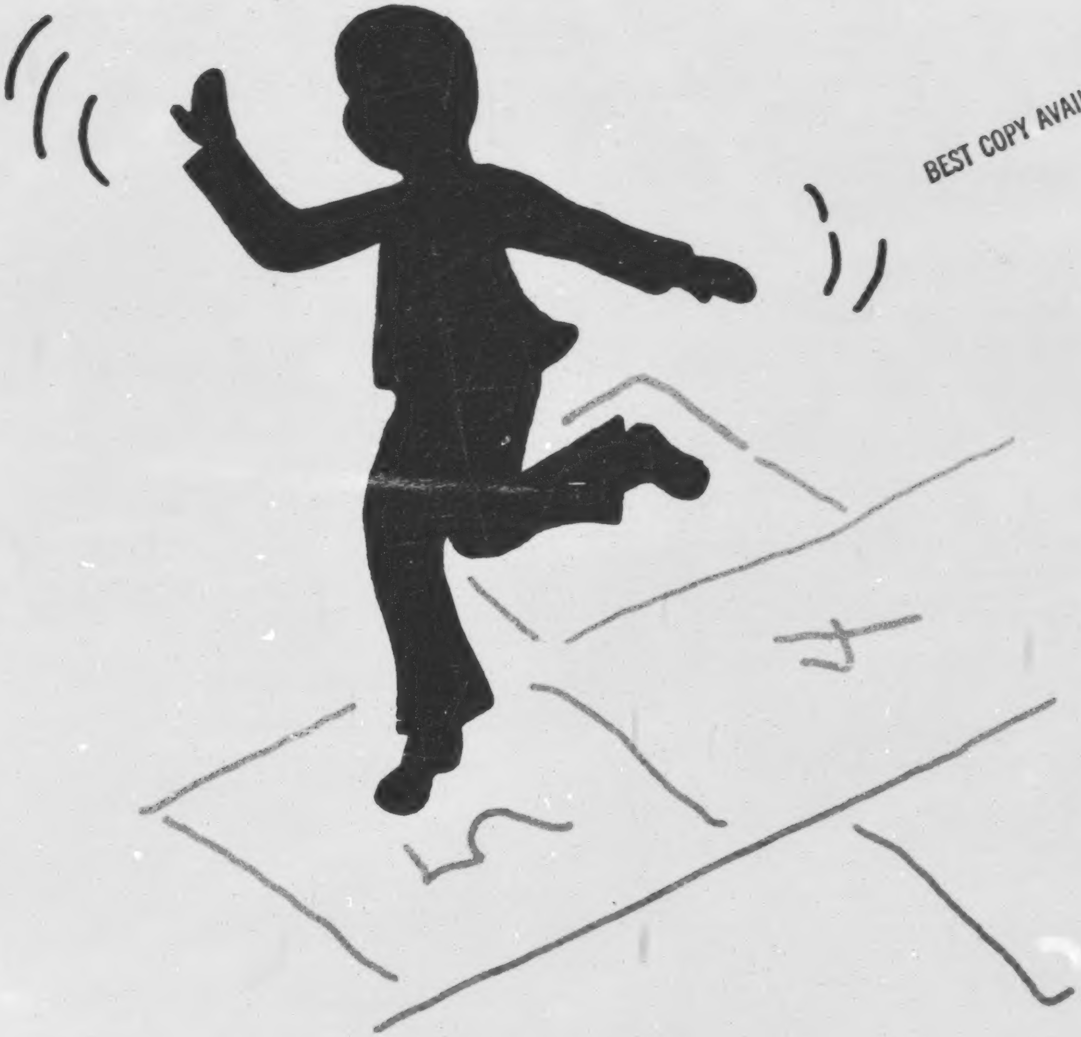


A LITTLE HAPPY

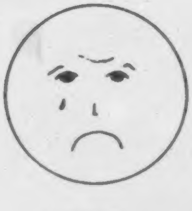


VERY HAPPY

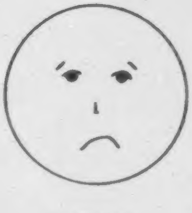
BEST COPY AVAILABLE



9. DOING THINGS BY MYSELF MAKES ME FEEL



VERY SAD



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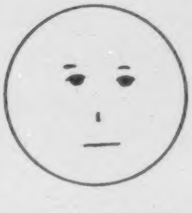

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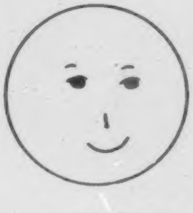

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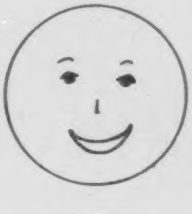

VERY HAPPY

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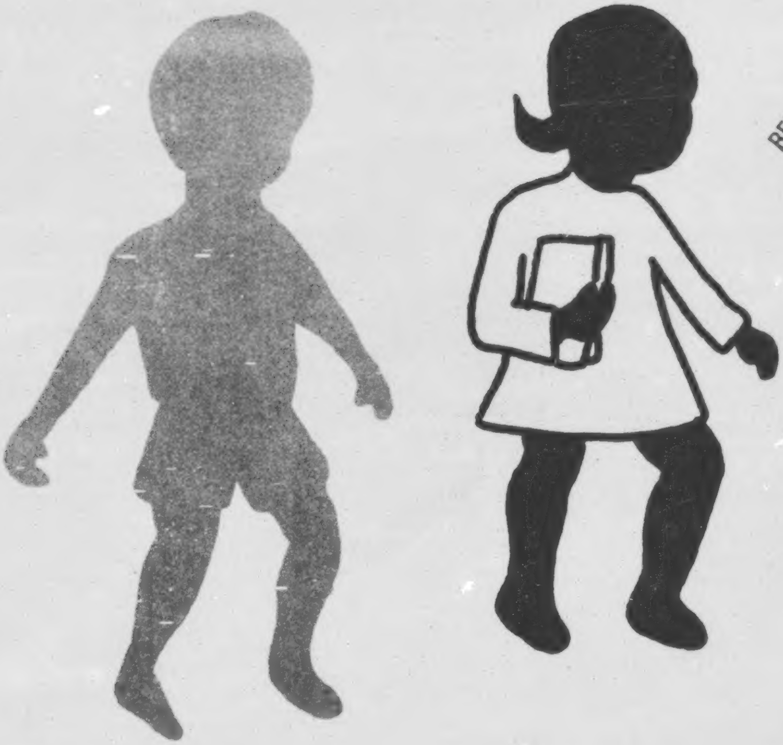
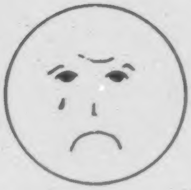


10. GOING TO SCHOOL MAKES ME FEEL



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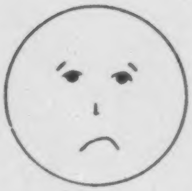

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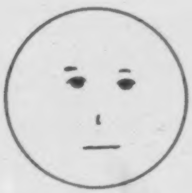

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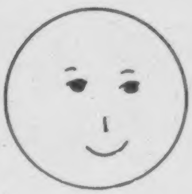

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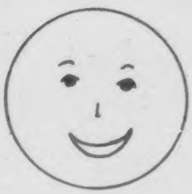

VERY HAPPY

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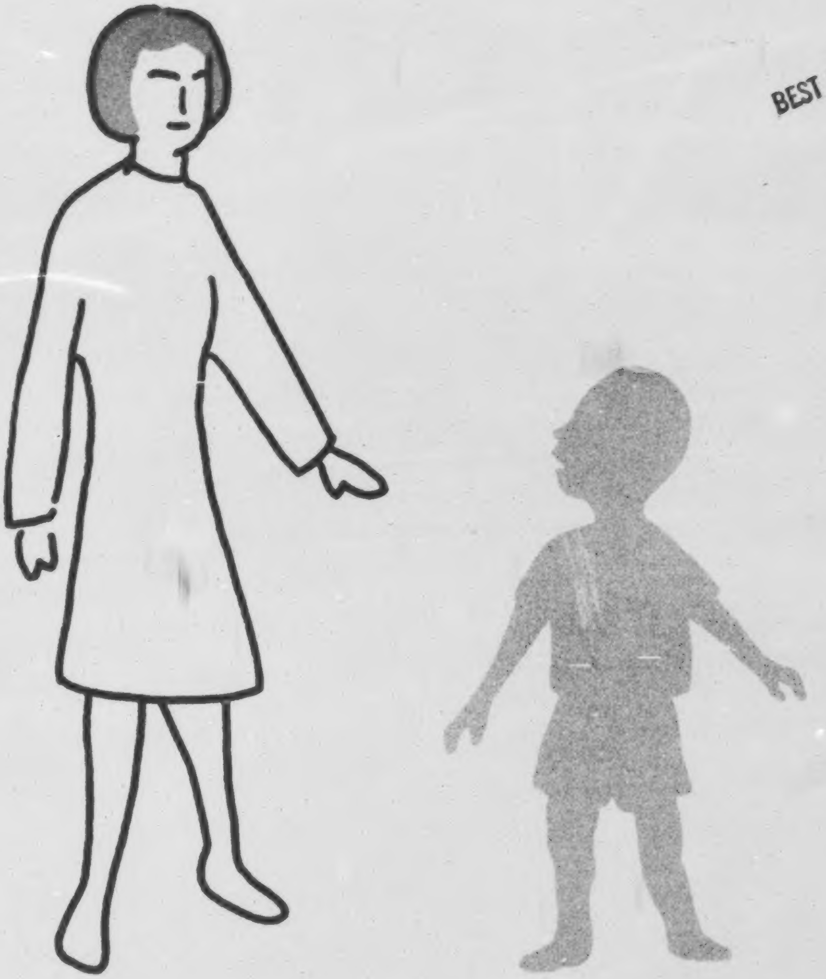
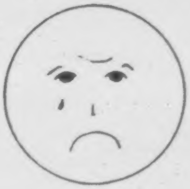


11. WHEN I TALK TO THE TEACHER I FEEL



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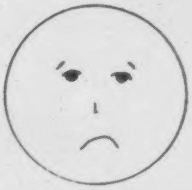

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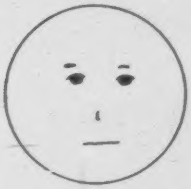

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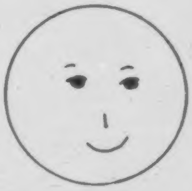

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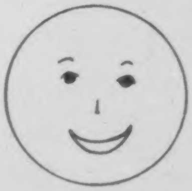

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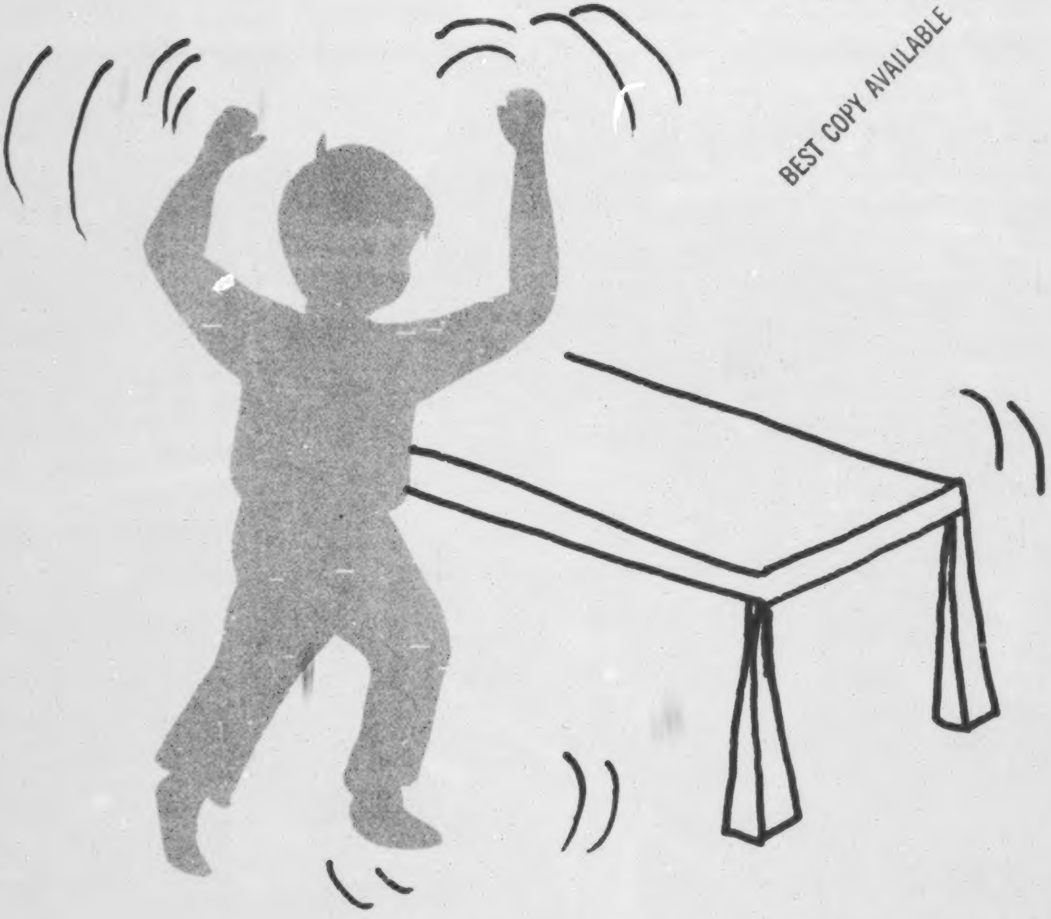
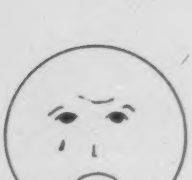


BEST COPY AVAILABLE

12. WHEN I GET MAD I FEEL



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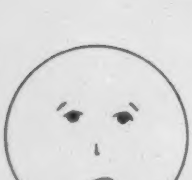

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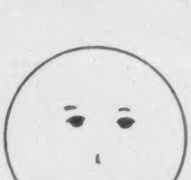
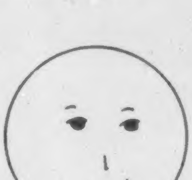


NOT SAD NOT HAPPY



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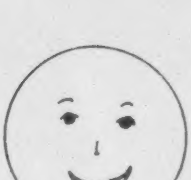

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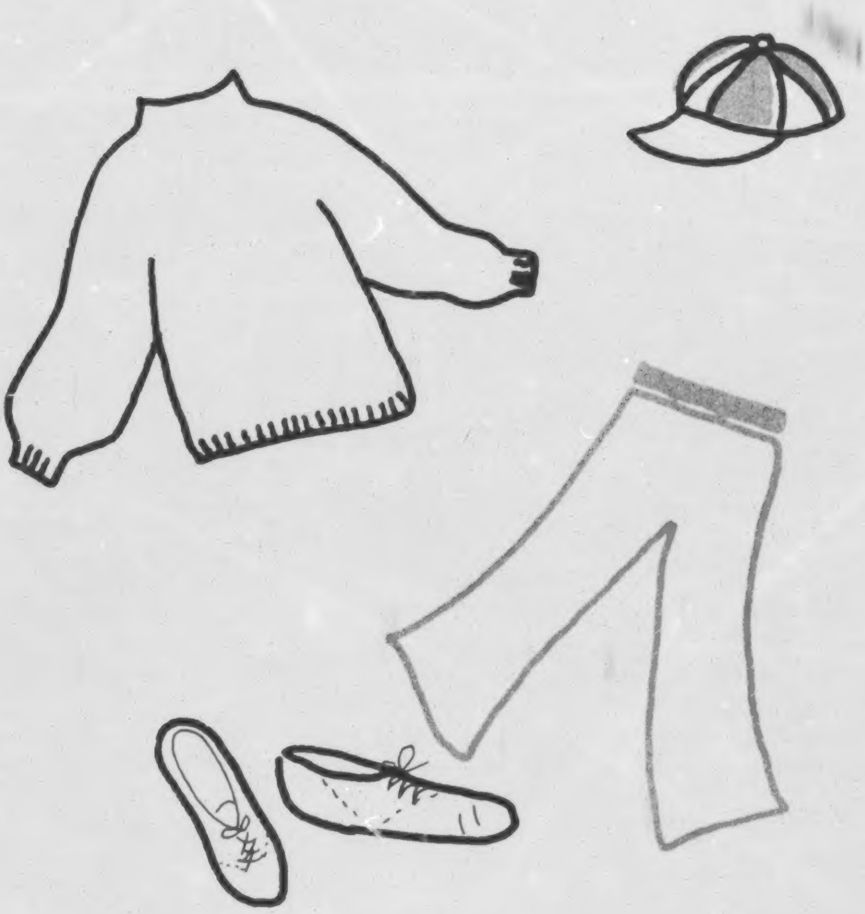
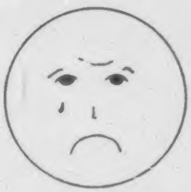


BEST COPY AVAILABLE

13. MY CLOTHES MAKE ME FEEL



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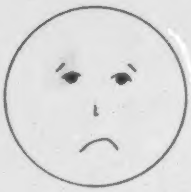

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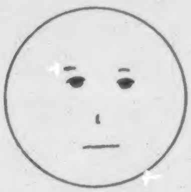

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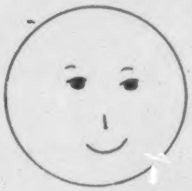

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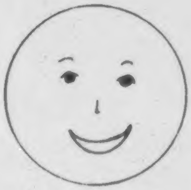

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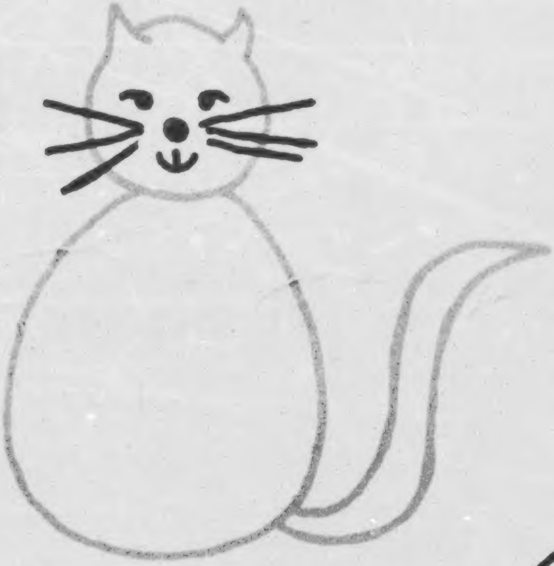

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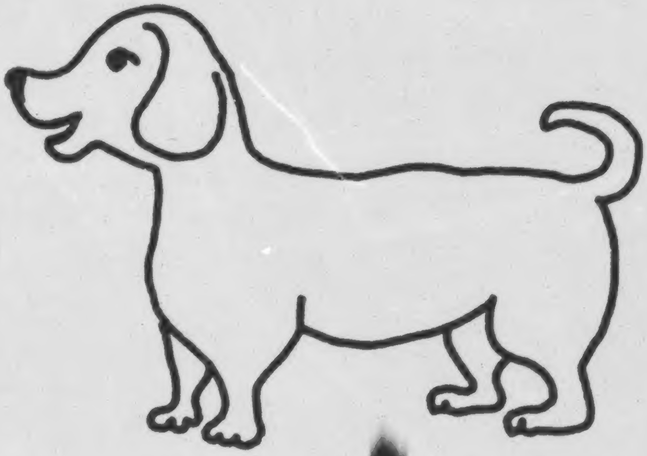
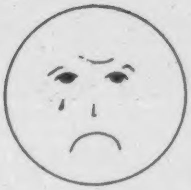


14. DOGS AND CATS MAKE ME FEEL



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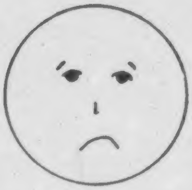

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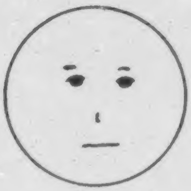
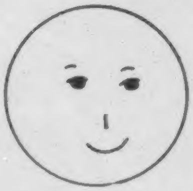


NOT SAD-NOT HAPPY



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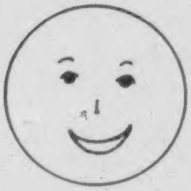

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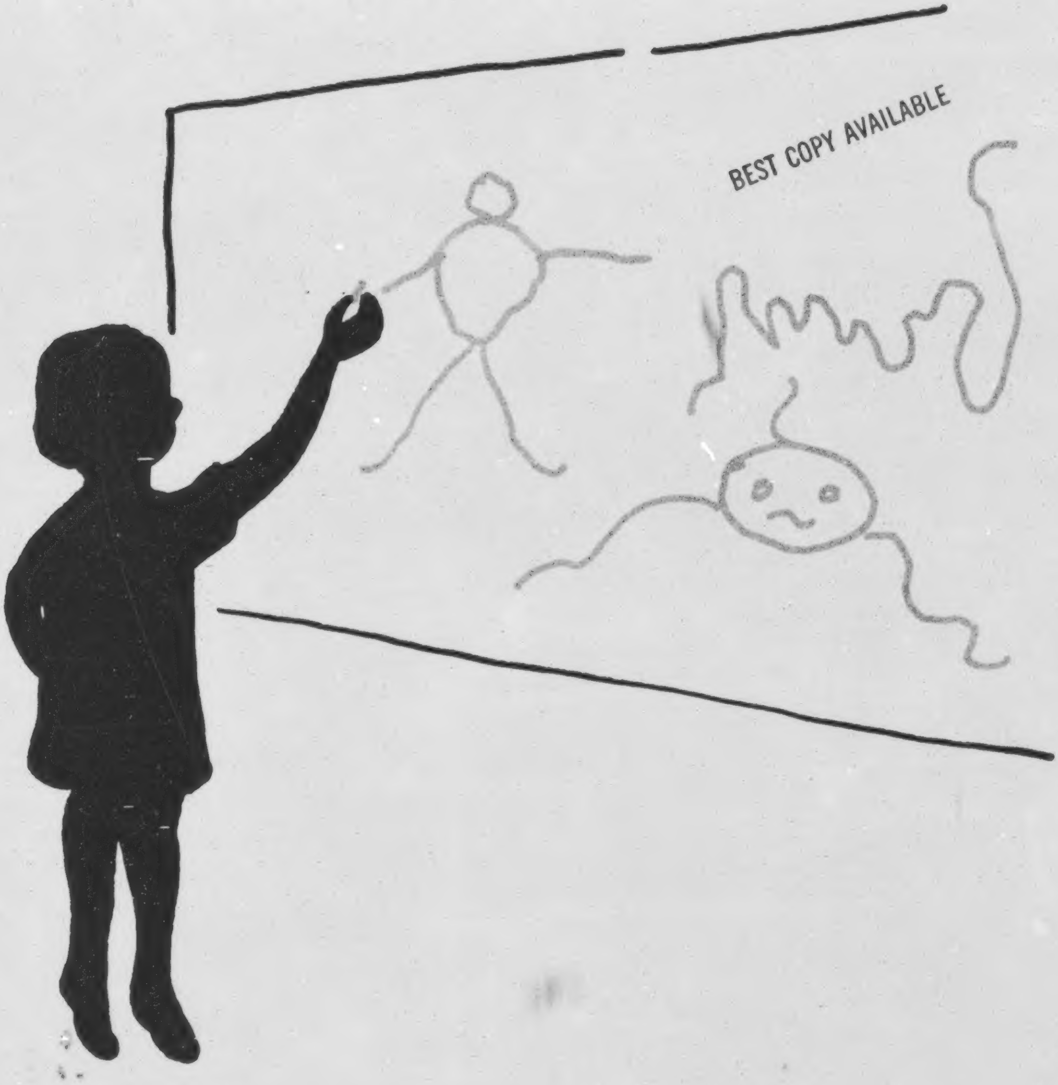
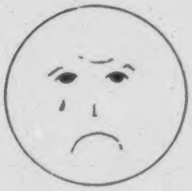
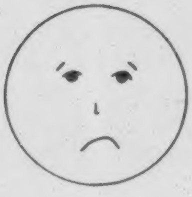


BEST COPY AVAILABLE

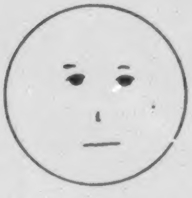
15. WHEN I DRAW I FEEL



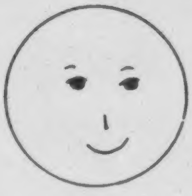
VERY SAD



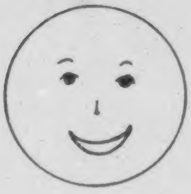
A LITTLE SAD



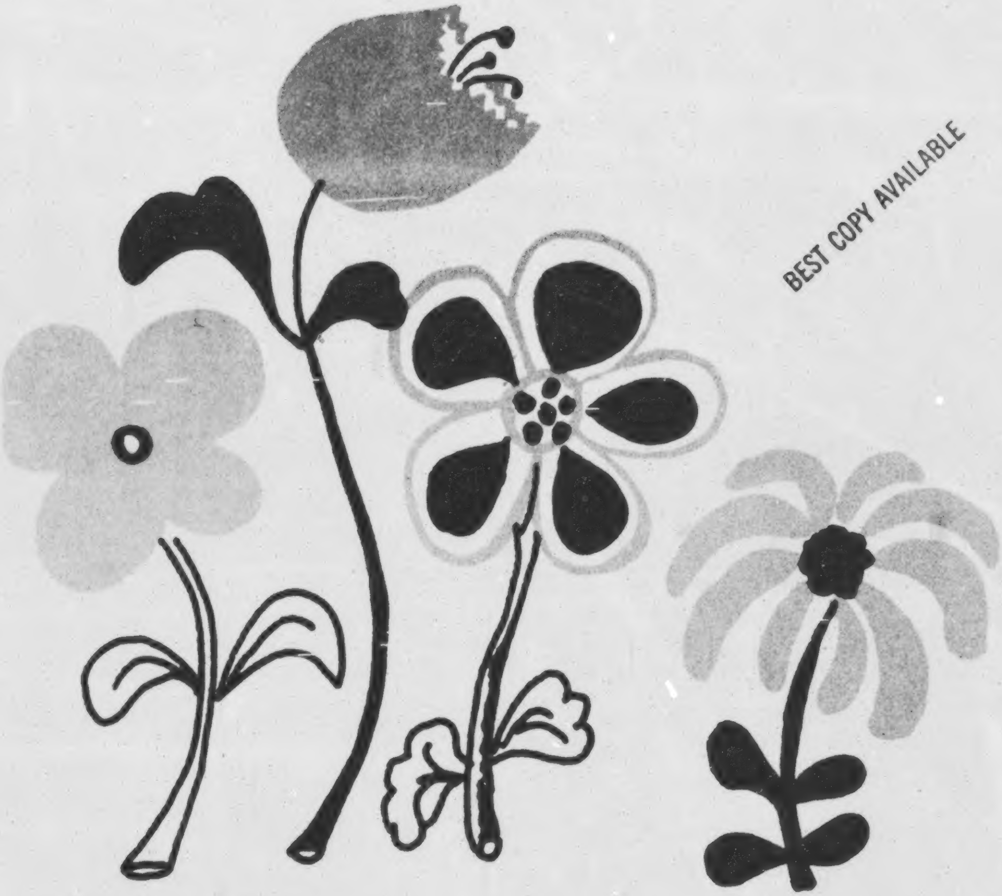
NOT SAD - NOT HAPPY



A LITTLE HAPPY

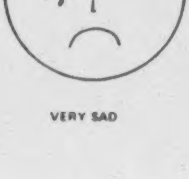


VERY HAPPY



BEST COPY AVAILABLE

16. FLOWERS MAKE ME FEEL



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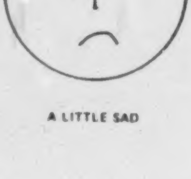
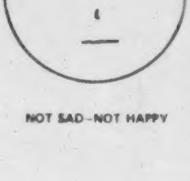
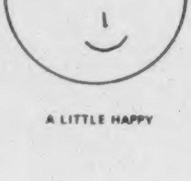


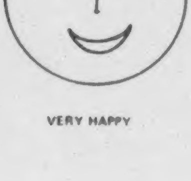
A LITTLE SAD



NOT SAD-NOT HAPPY



A LITTLE HAPPY



VERY HAPPY

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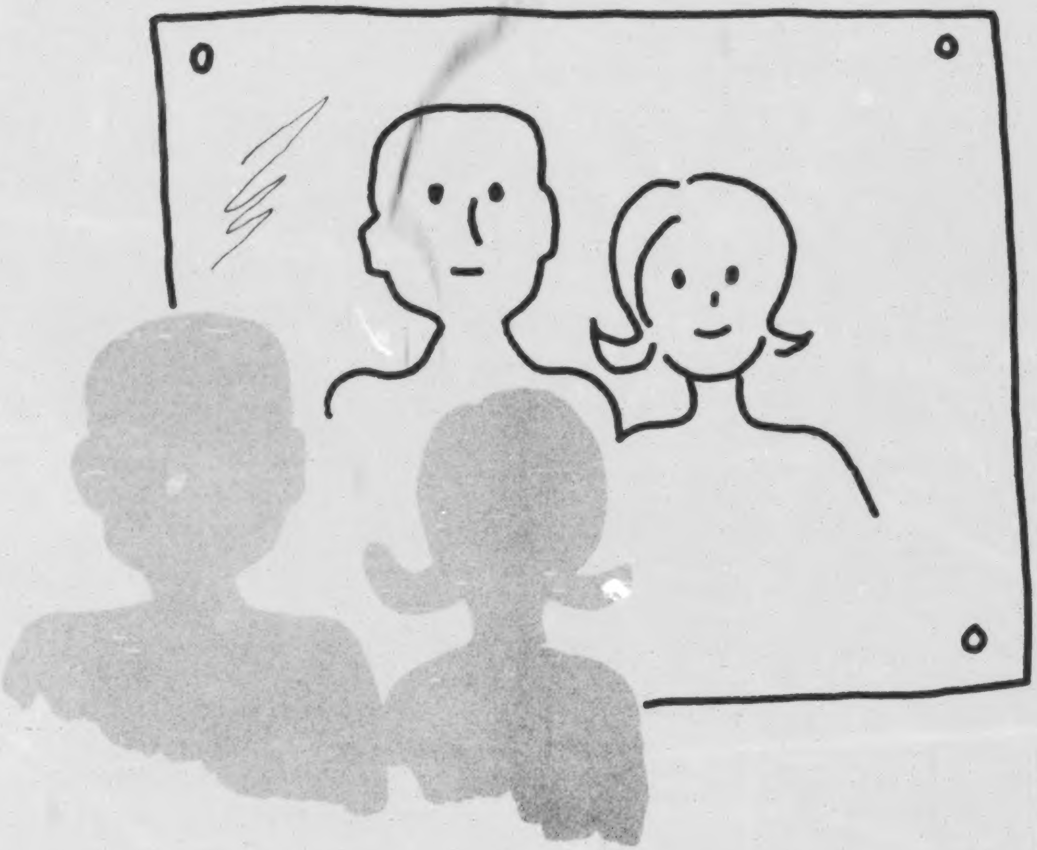
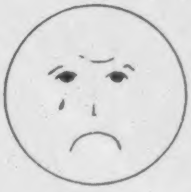
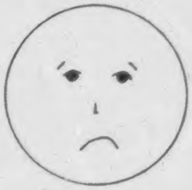


17. LOOKING IN A MIRROR MAKES ME FEEL



VERY SAD



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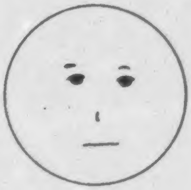
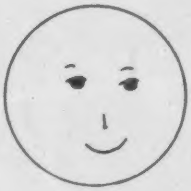


NOT SAD–NOT HAPPY



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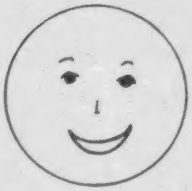
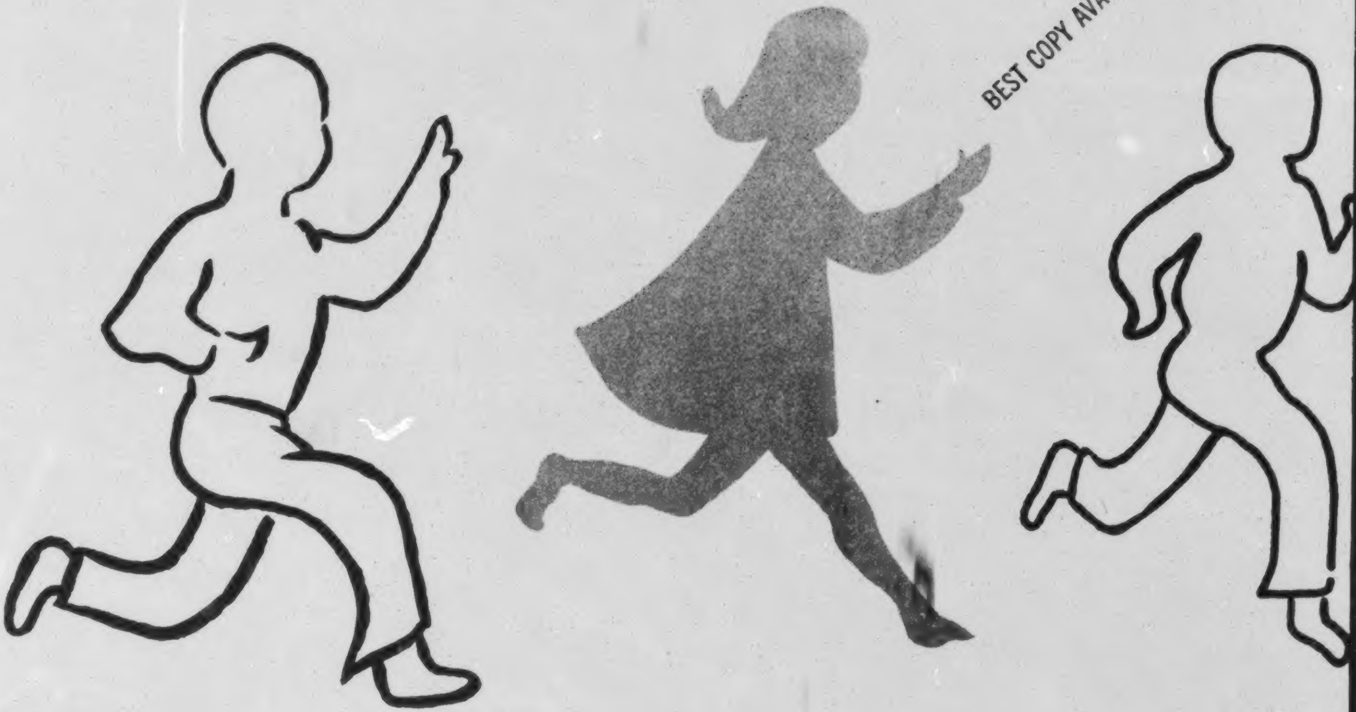
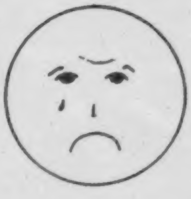


VERY HAPPY

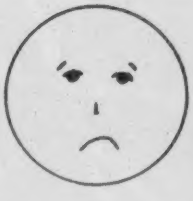
BEST COPY AVAILABLE



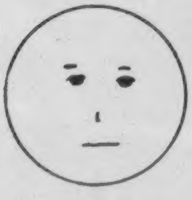
18. RUNNING MAKES ME FEEL



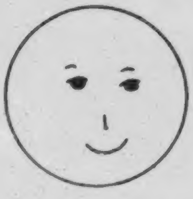
VERY SAD



A LITTLE SAD



NOT SAD–NOT HAPPY



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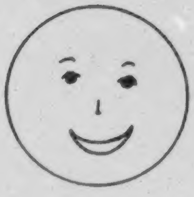

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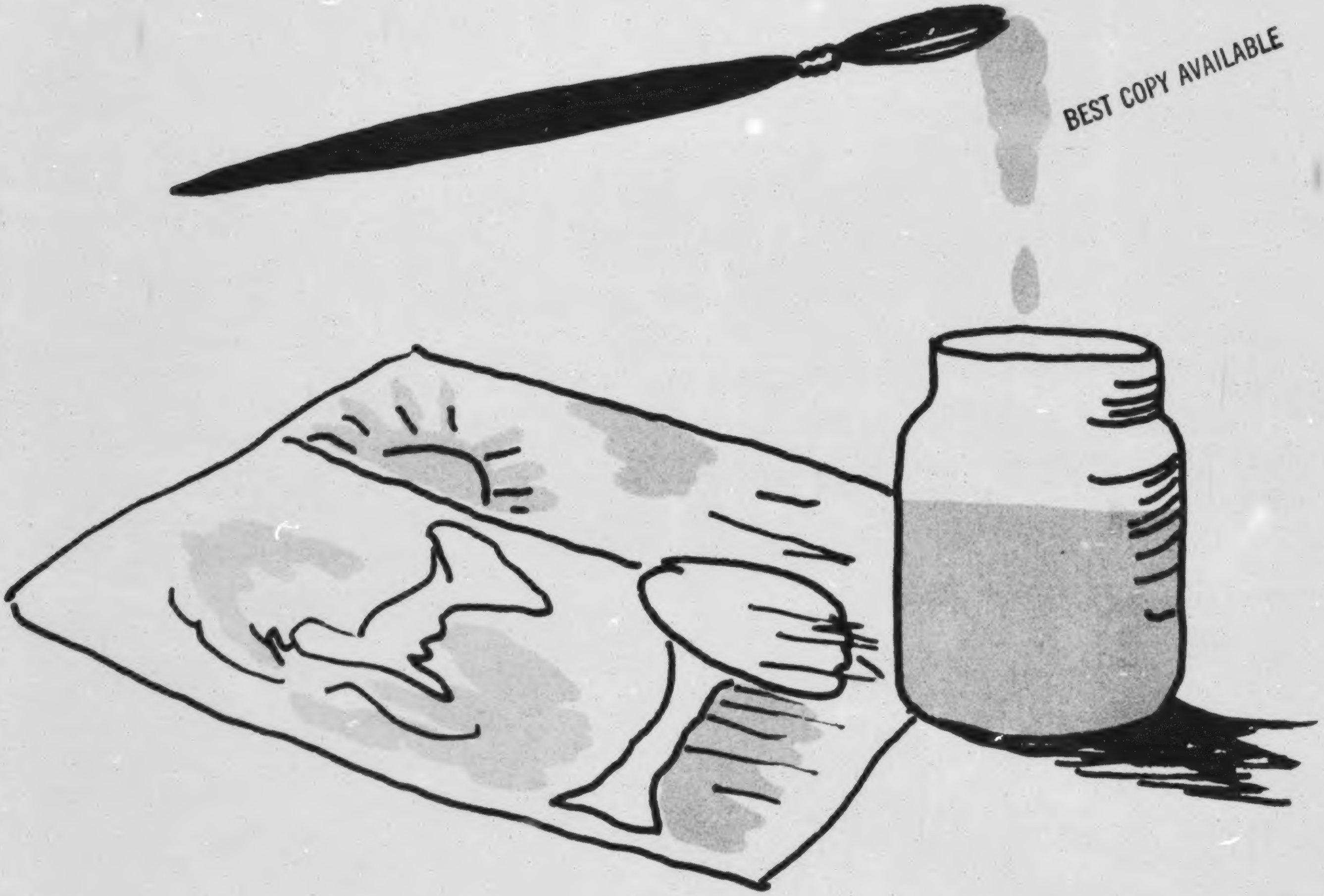
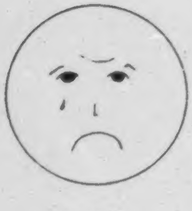


BEST COPY AVAILABLE

19. WHEN I PAINT I FEEL



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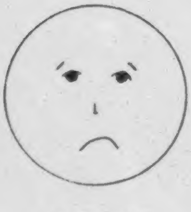

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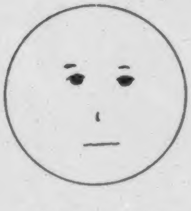
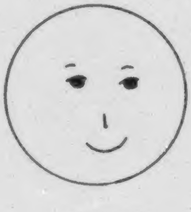


NOT SAD NOT HAPPY



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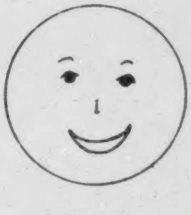
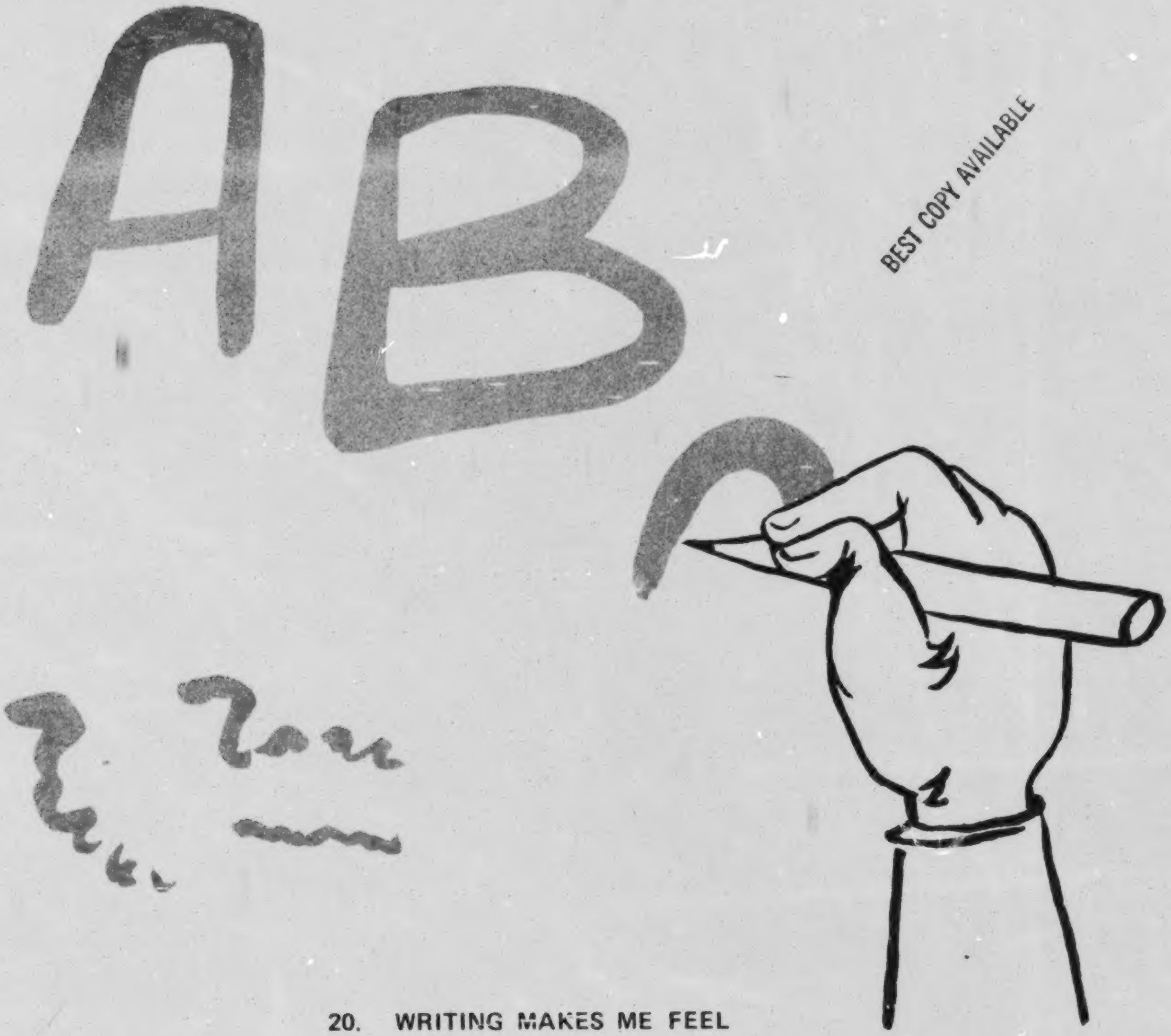
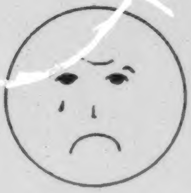


VERY HAPPY

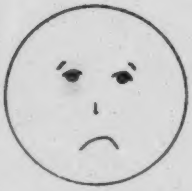
BEST COPY AVAILABLE



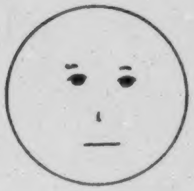
20. WRITING MAKES ME FEEL



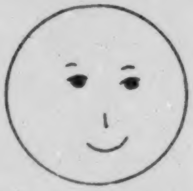
VERY SAD



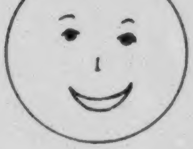
A LITTLE SAD



NOT SAD–NOT HAPPY

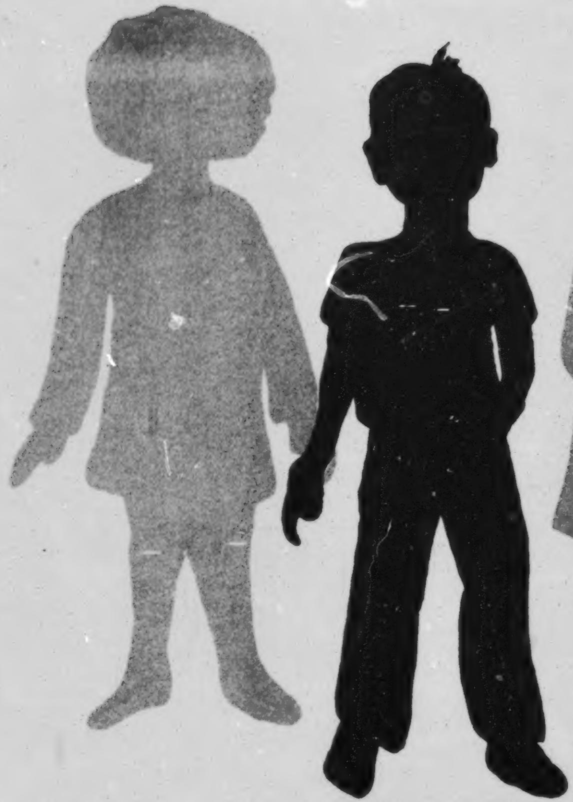


A LITTLE HAPPY

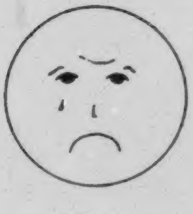


VERY HAPPY

BEST COPY AVAILABLE



21. CHILDREN MAKE ME FEEL



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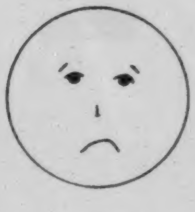

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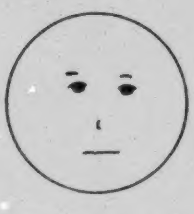

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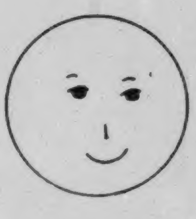

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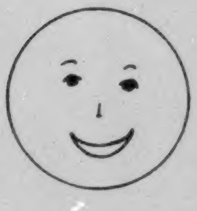
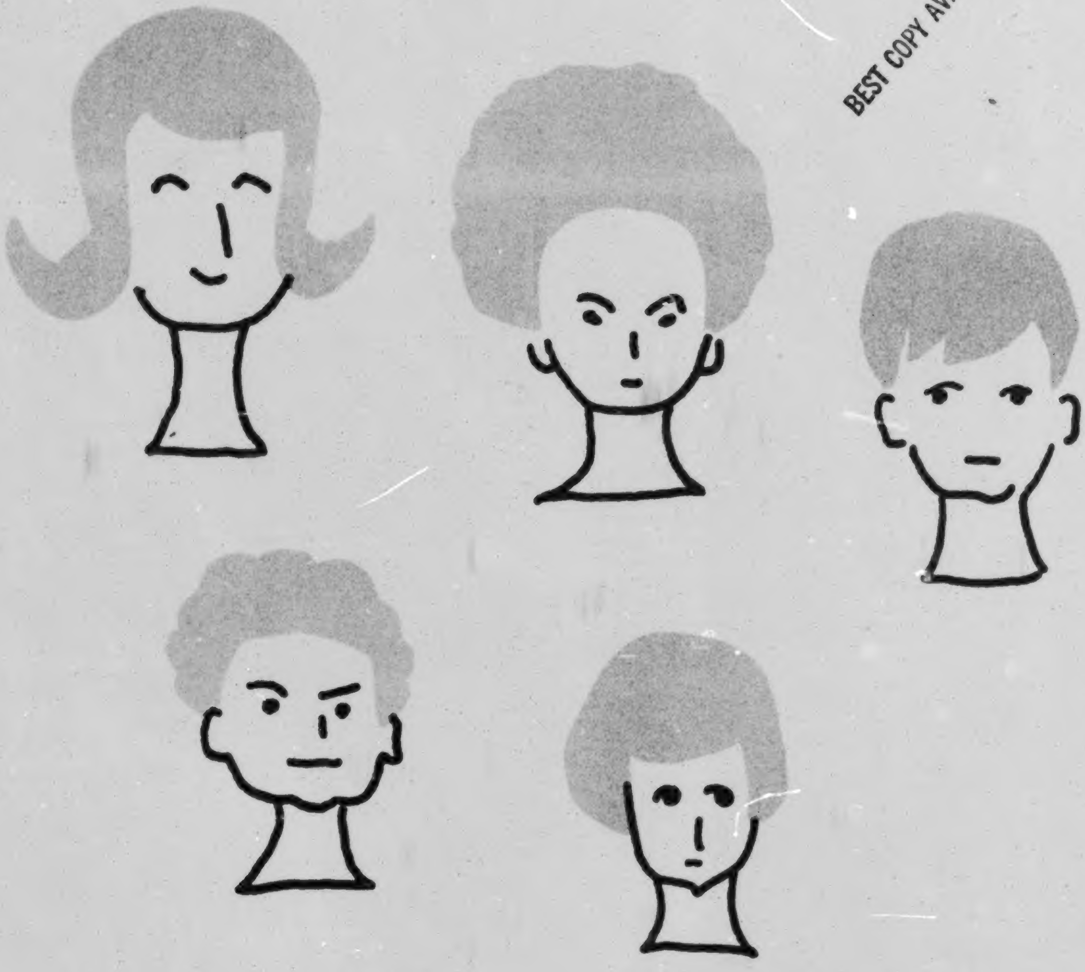
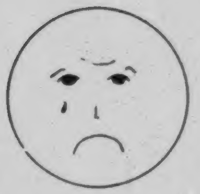


VERY HAPPY

BEST COPY AVAILABLE



22. MY HAIR MAKES ME FEEL



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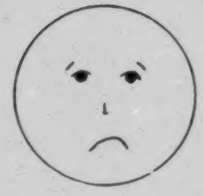

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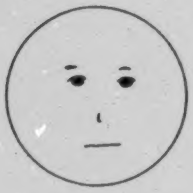

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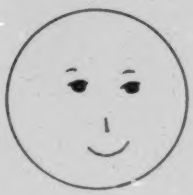

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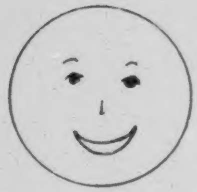
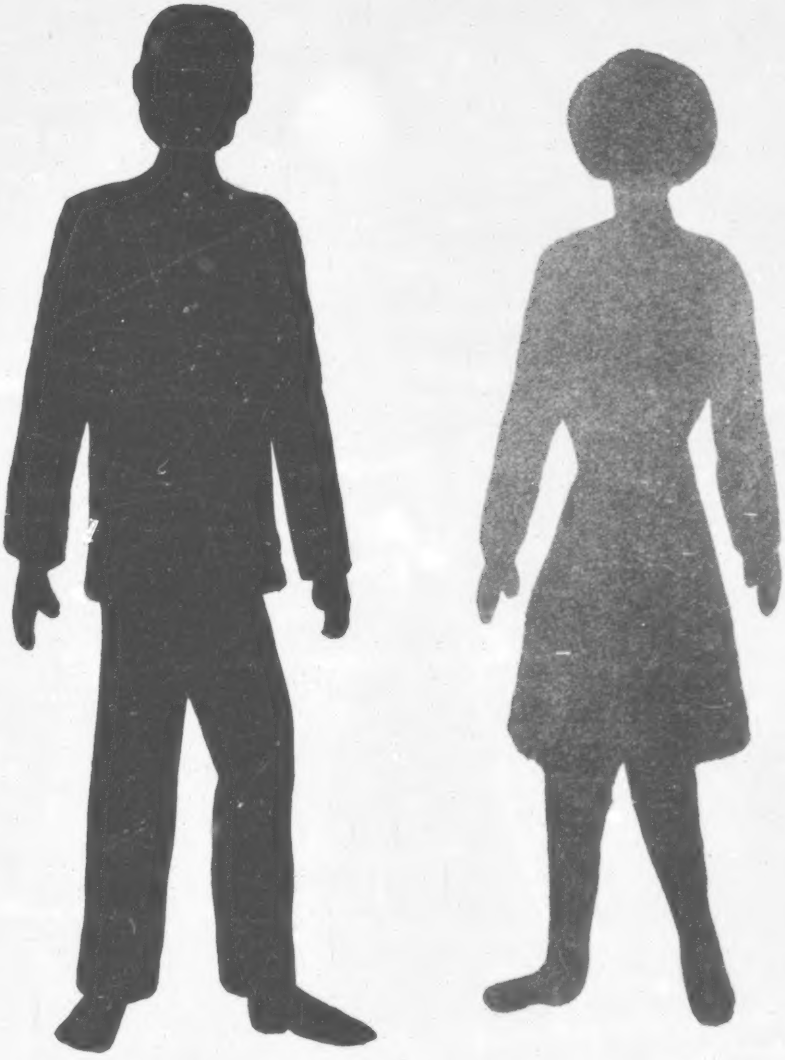
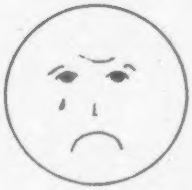


VERY HAPPY

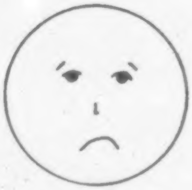
BEST COPY AVAILABLE



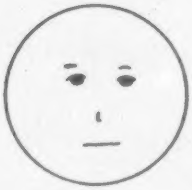
23. BIG PEOPLE MAKE ME FEEL



VERY SAD



A LITTLE SAD



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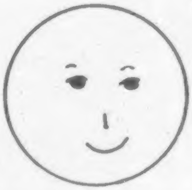

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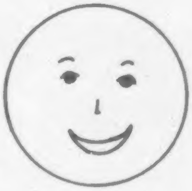
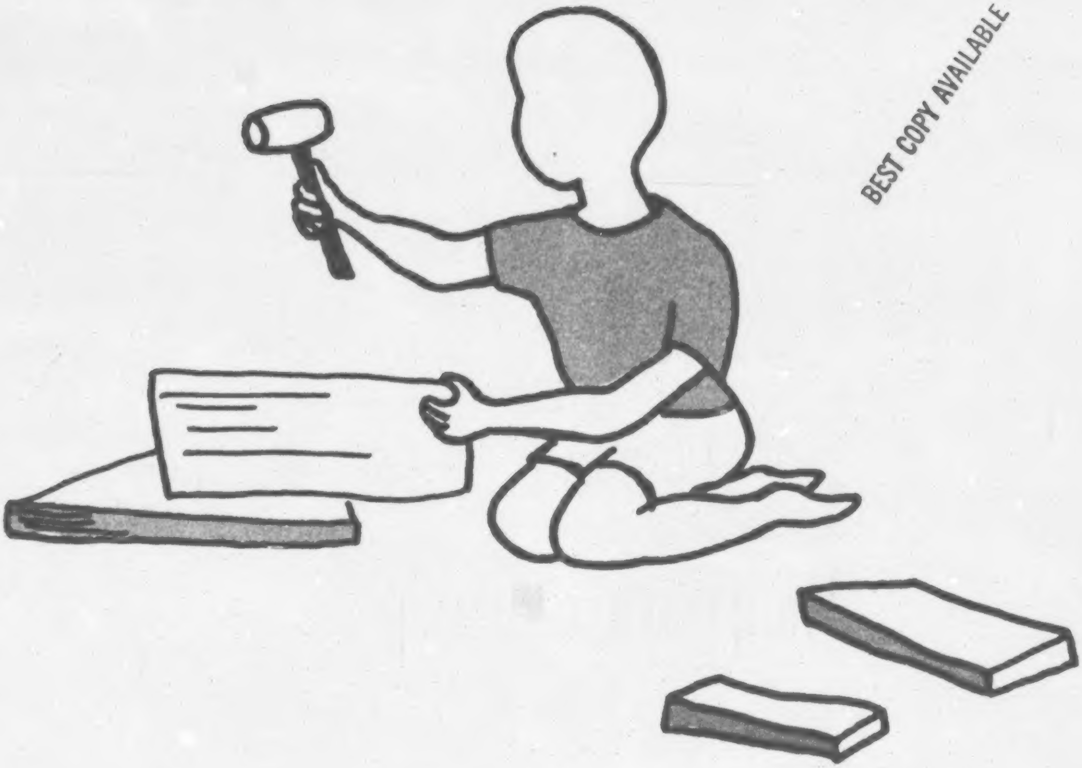
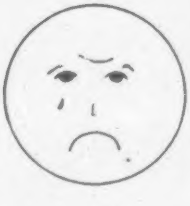


VERY HAPPY

BEST COPY AVAILABLE



24. BUILDING THINGS BY MYSELF MAKES ME FEEL



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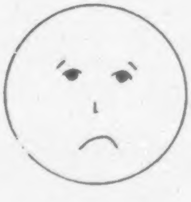

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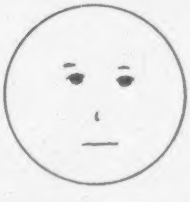

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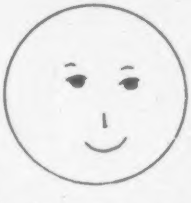

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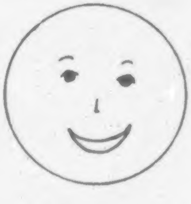
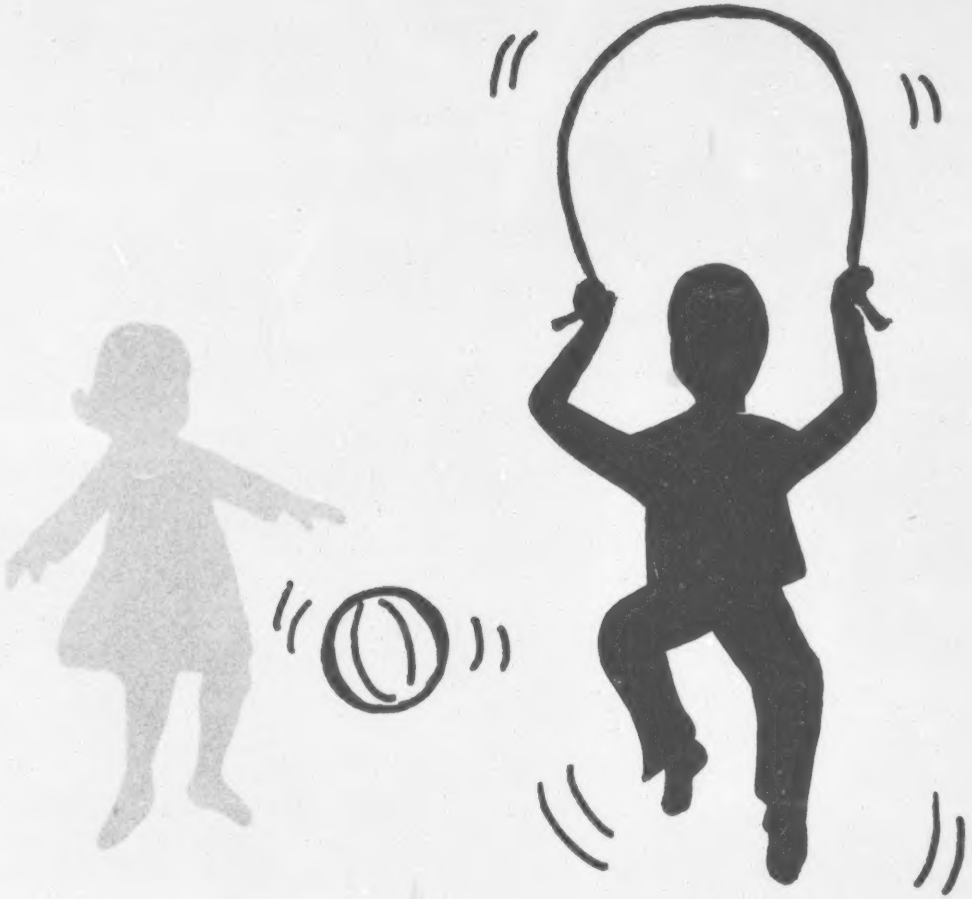
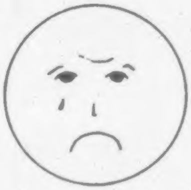


VERY HAPPY

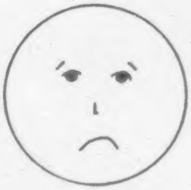
BEST COPY AVAILABLE



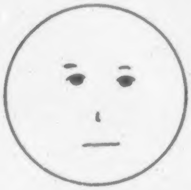
25. WHEN I PLAY I FEEL



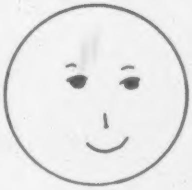
VERY SAD



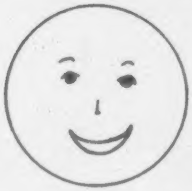
A LITTLE SAD



NOT SAD–NOT HAPPY



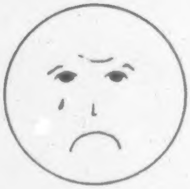
A LITTLE HAPPY



VERY HAPPY

BEST COPY AVAILABLE

26. READING MAKES ME FEEL



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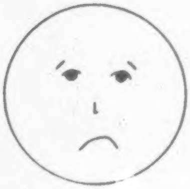

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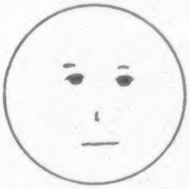
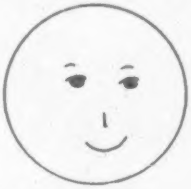
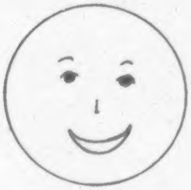


NOT SAD–NOT HAPPY

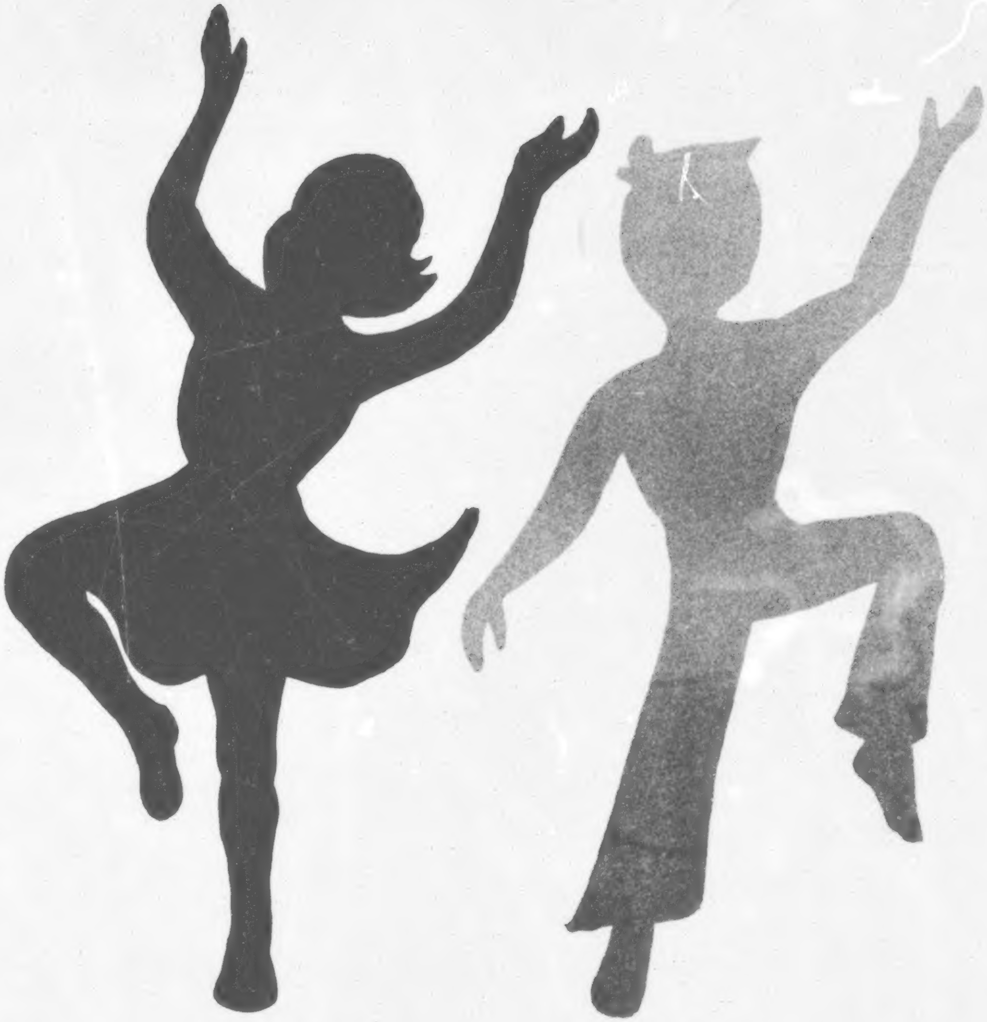


A LITTLE HAPPY

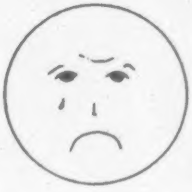


VERY HAPPY

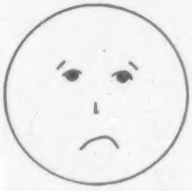
BEST COPY AVAILABLE



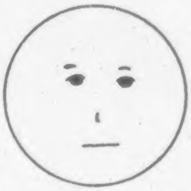
27. WHEN I DANCE I FEEL



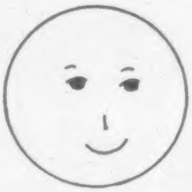
VERY SAD



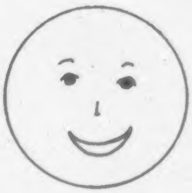
A LITTLE SAD



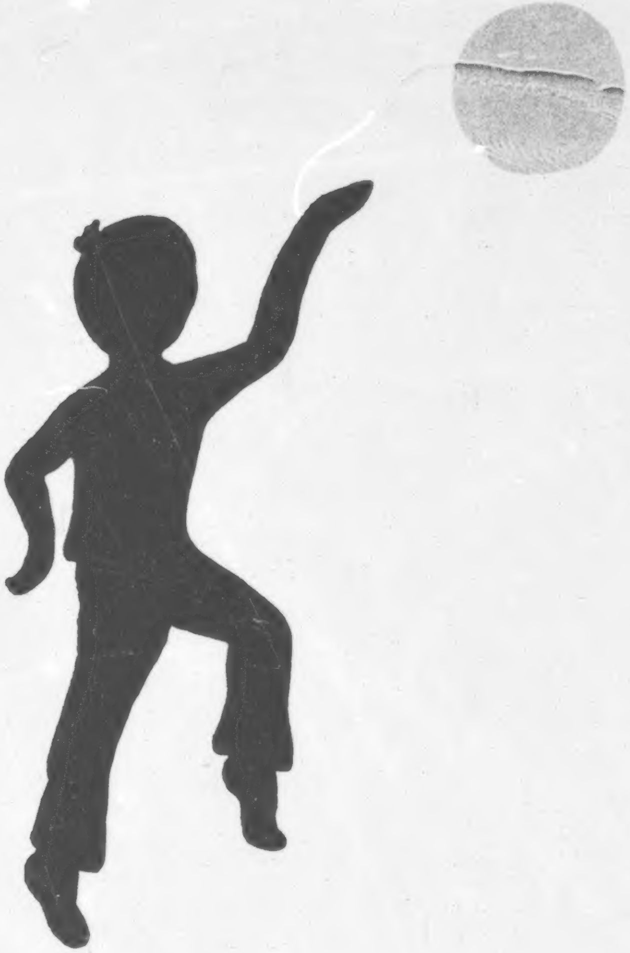
NOT SAD–NOT HAPPY



A LITTLE HAPPY

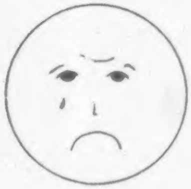


VERY HAPPY

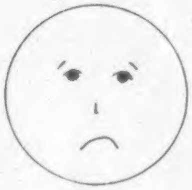


BEST COPY AVAILABLE

28. THROWING A BALL MAKES ME FEEL



VERY SAD



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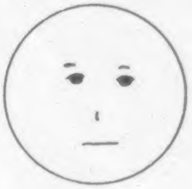
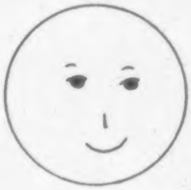
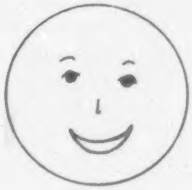


NOT SAD NOT HAPPY

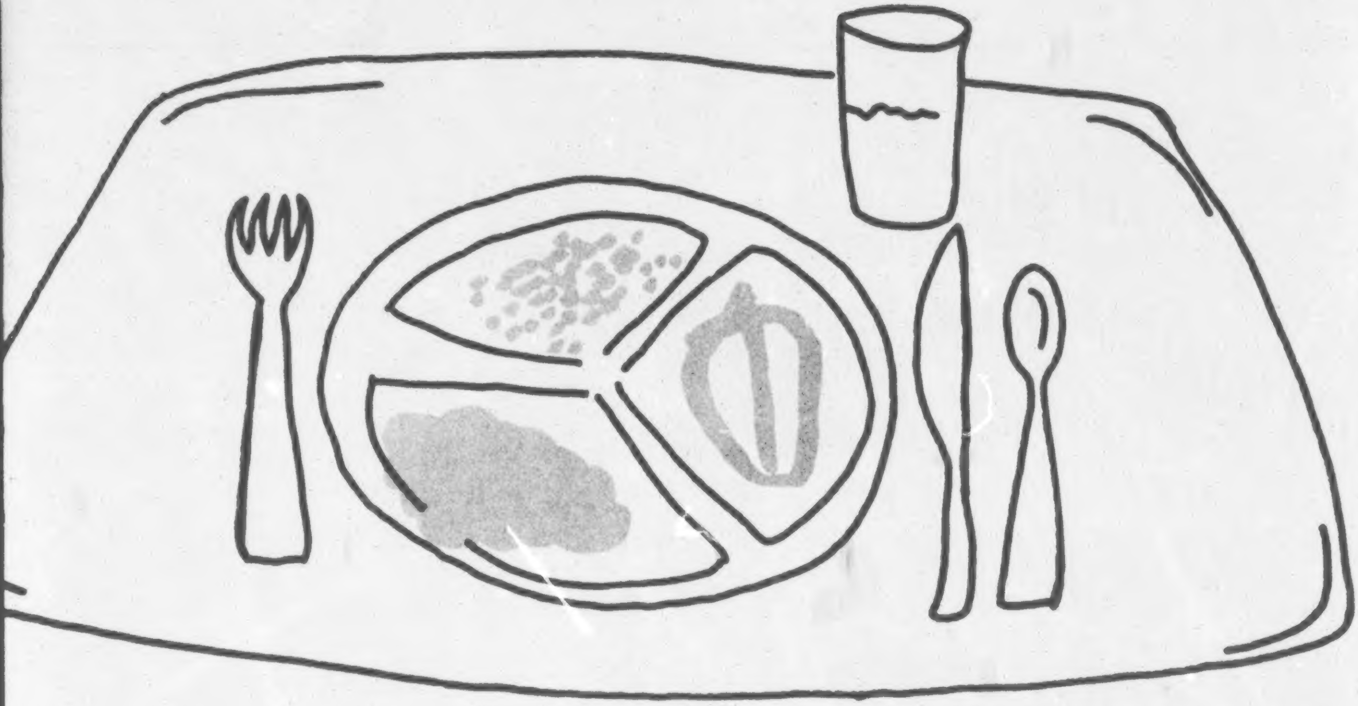


A LITTLE HAPPY

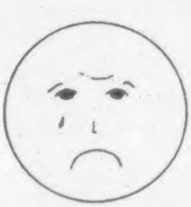


VERY HAPPY

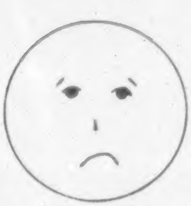
BEST COPY AVAILABLE



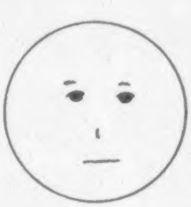
29. EATING LUNCH AT SCHOOL MAKES ME FEEL



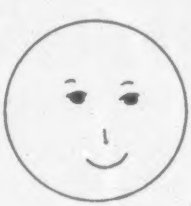
VERY SAD



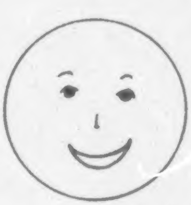
A LITTLE SAD



NOT SAD–NOT HAPPY

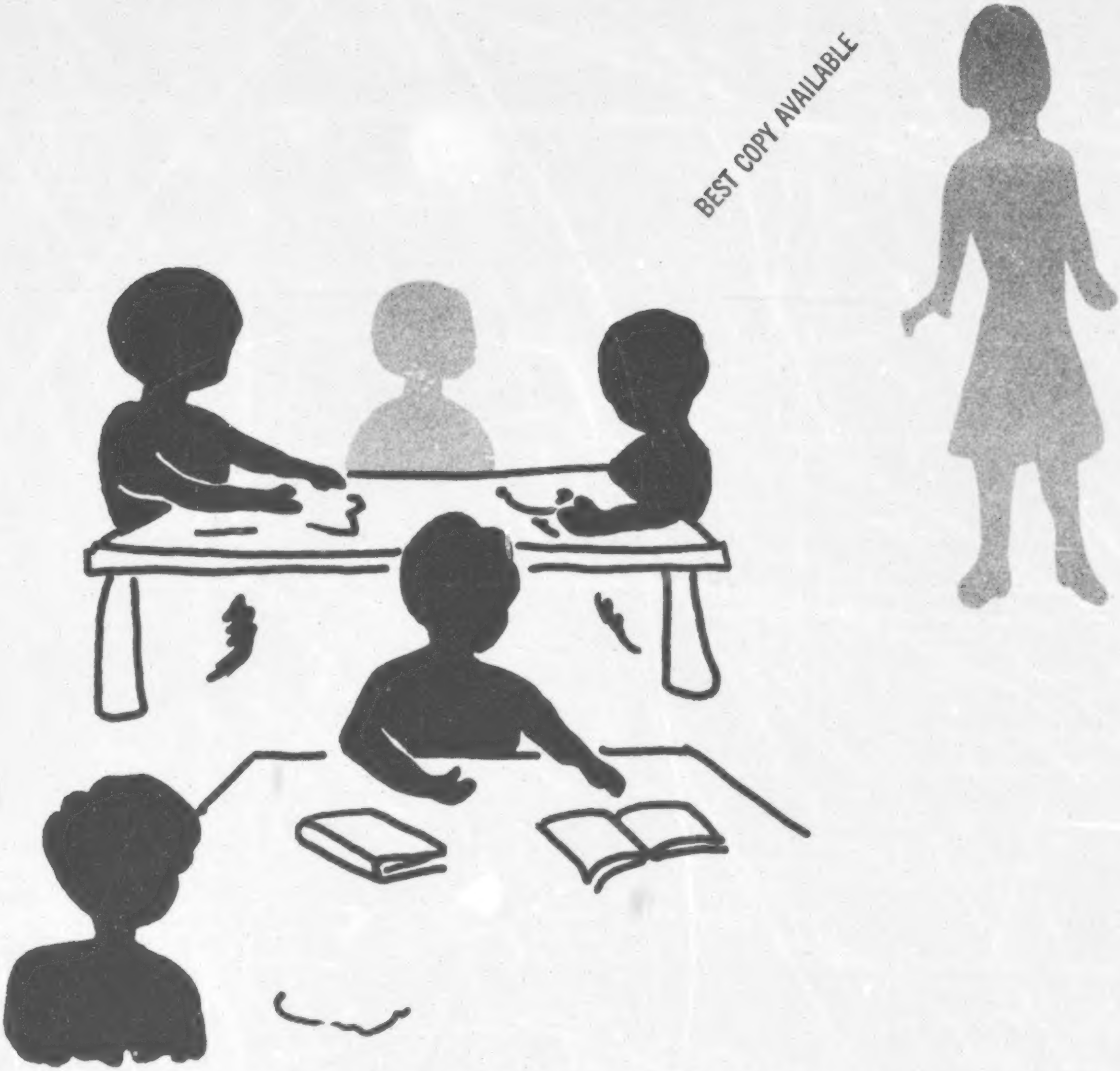


A LITTLE HAPPY

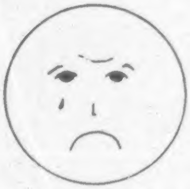


VERY HAPPY

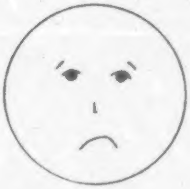
BEST COPY AVAILABLE



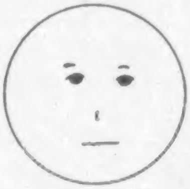
30. MY CLASS AT SCHOOL MAKES ME FEEL



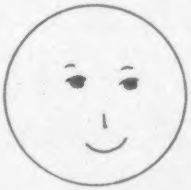
VERY SAD



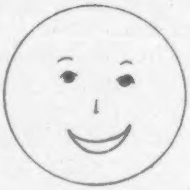
A LITTLE SAD



NOT SAD NOT HAPPY

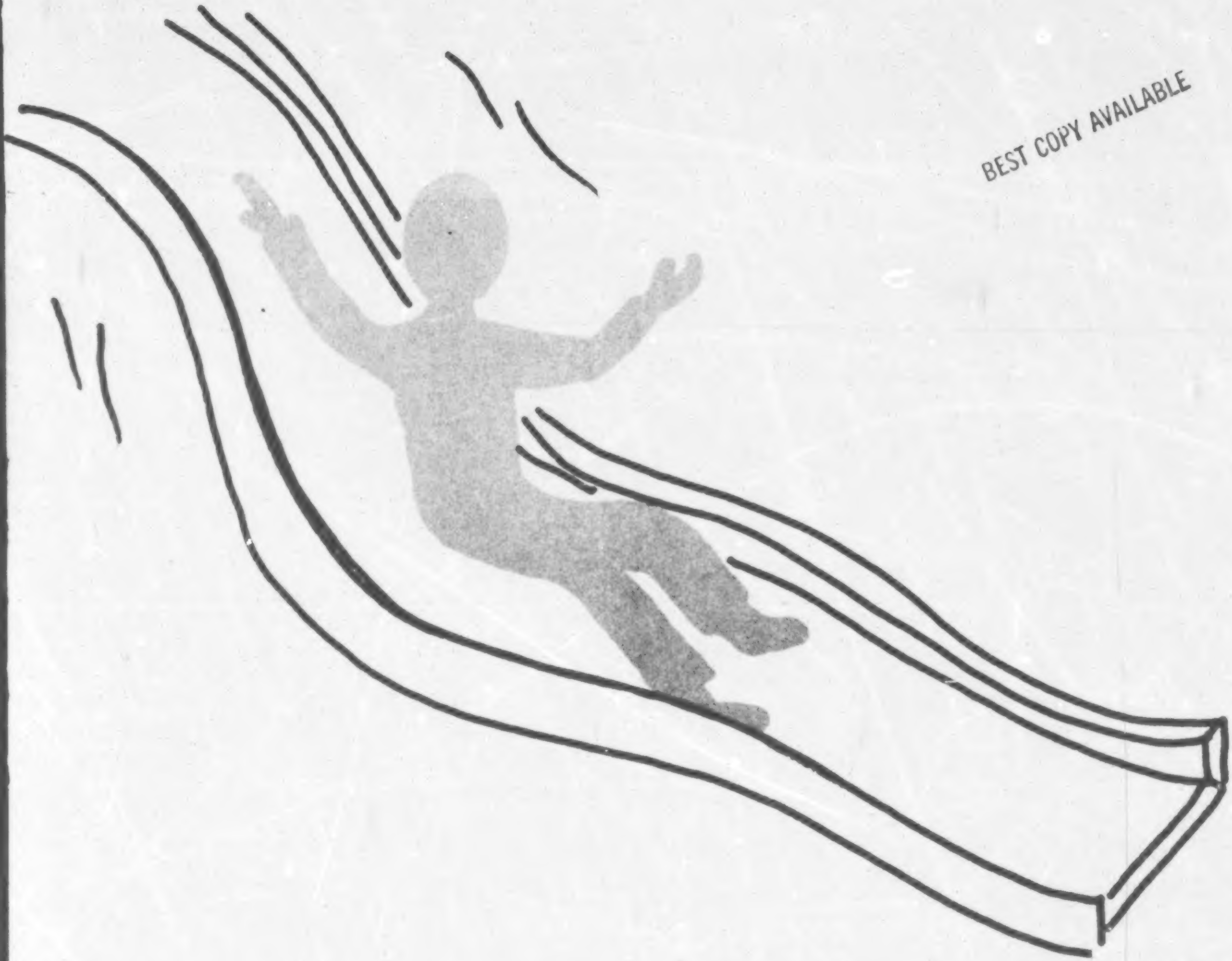


A LITTLE HAPPY

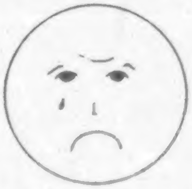


VERY HAPPY

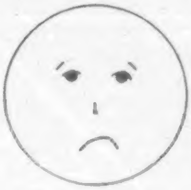
BEST COPY AVAILABLE



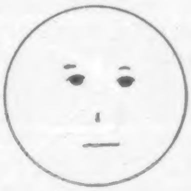
31. GOING DOWN A SLIDE MAKES ME FEEL



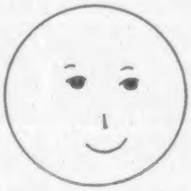
VERY SAD



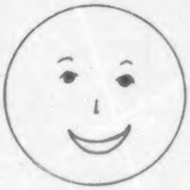
A LITTLE SAD



NOT SAD - NOT HAPPY



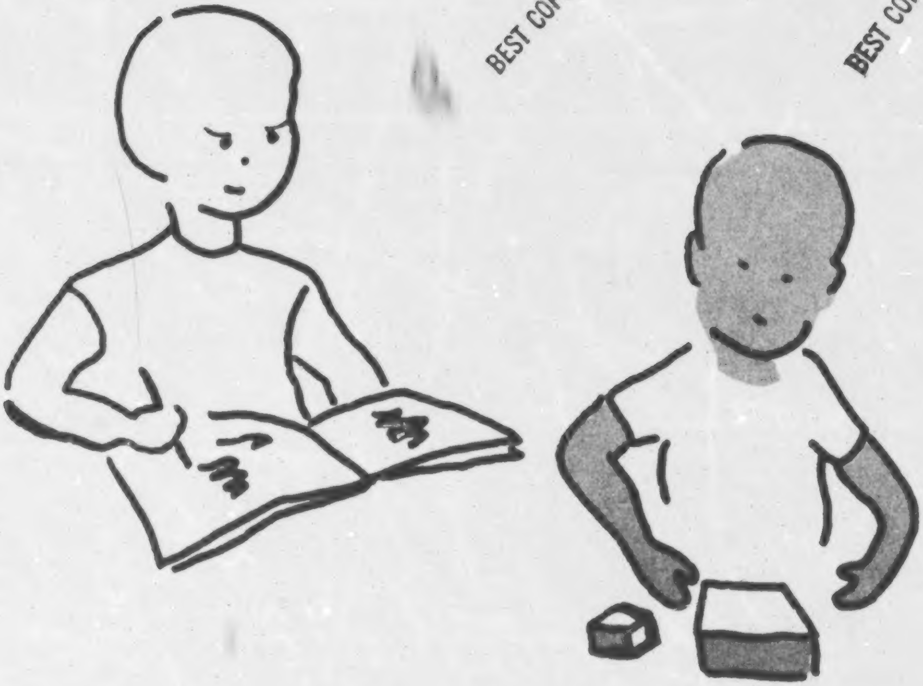
A LITTLE HAPPY



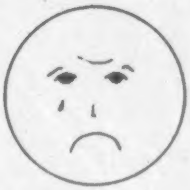
VERY HAPPY

BEST COPY AVAILABLE

BEST COPY AVAILABLE



32. DOING THINGS I'VE DONE BEFORE MAKES ME FEEL



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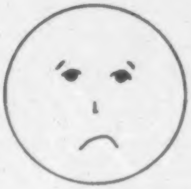

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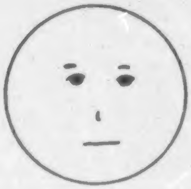

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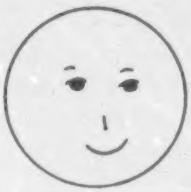

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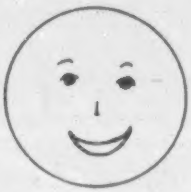

VERY HAPPY

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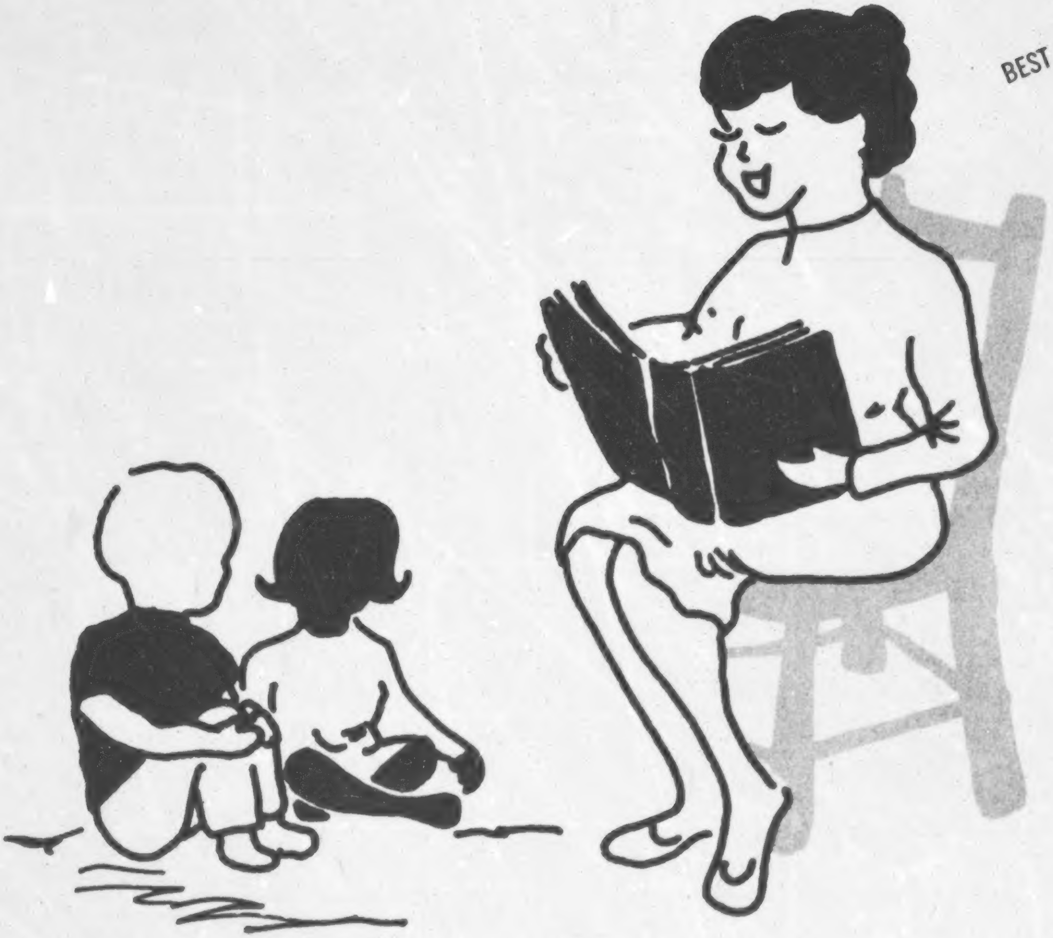
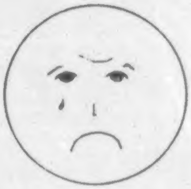
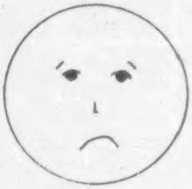


33. LISTENING TO STORIES MAKES ME FEEL



VERY SAD



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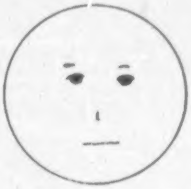

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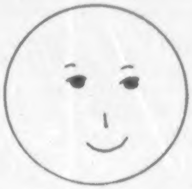

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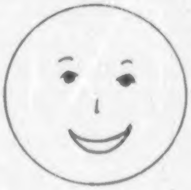

VERY HAPPY

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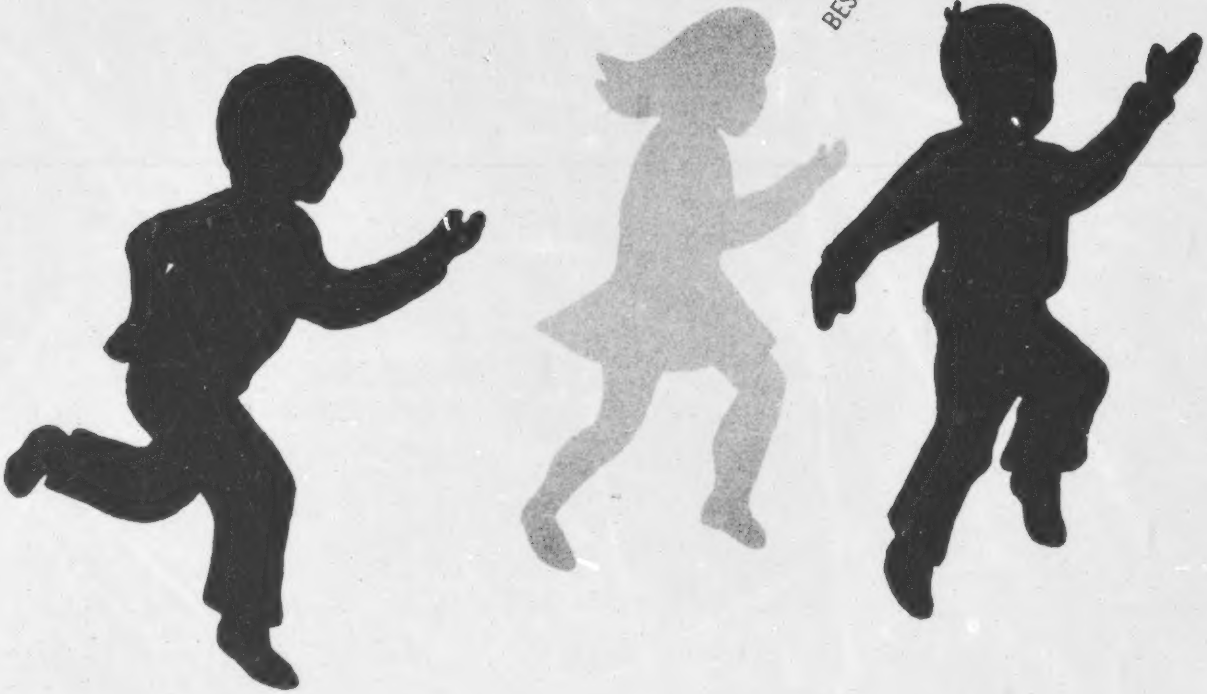
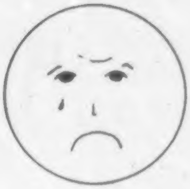


34. PLAYING GAMES MAKES ME FEEL



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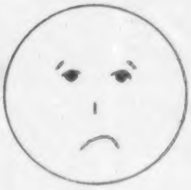
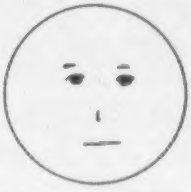
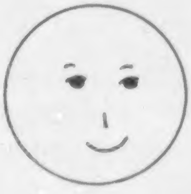


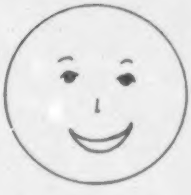
A LITTLE SAD



NOT SAD–NOT HAPPY



A LITTLE HAPPY



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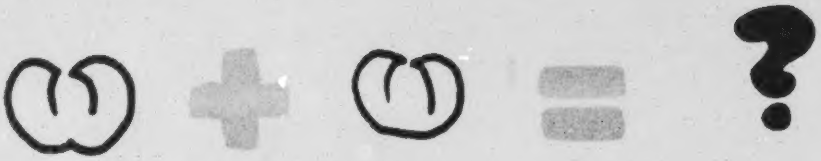

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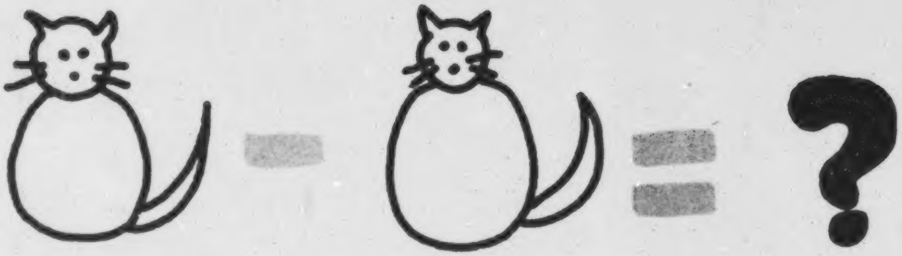
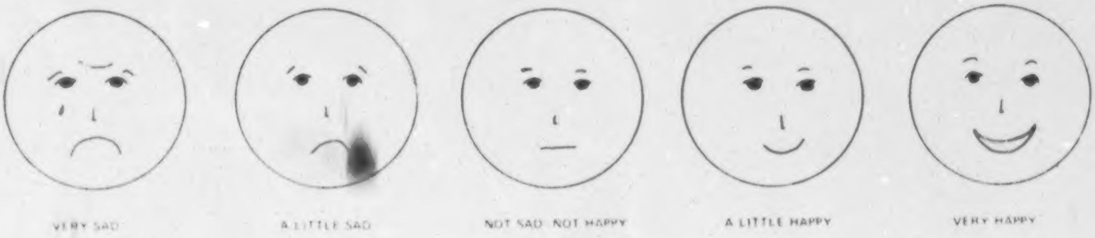
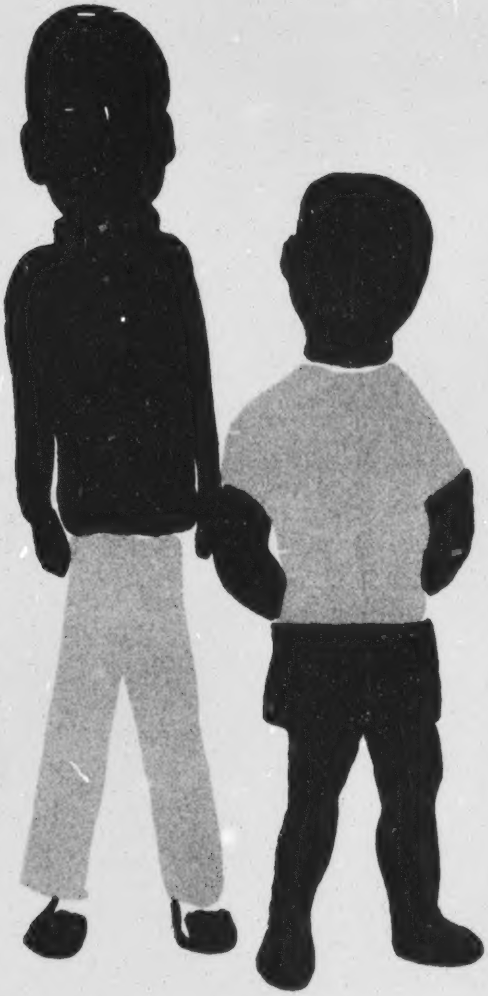


2 + 2 = 4

35. ARITHMETIC MAKES ME FEEL


VERY SAD
A LITTLE SAD
NOT SAD-NOT HAPPY
A LITTLE HAPPY
VERY HAPPY



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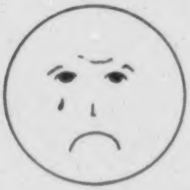
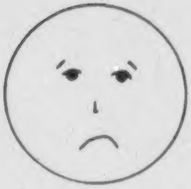
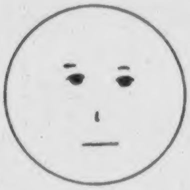
36. BOYS MAKE ME FEEL



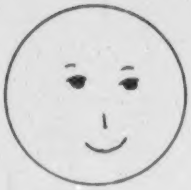
VERY SAD



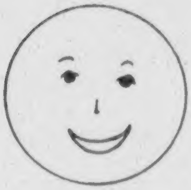
A LITTLE SAD



NOT SAD–NOT HAPPY

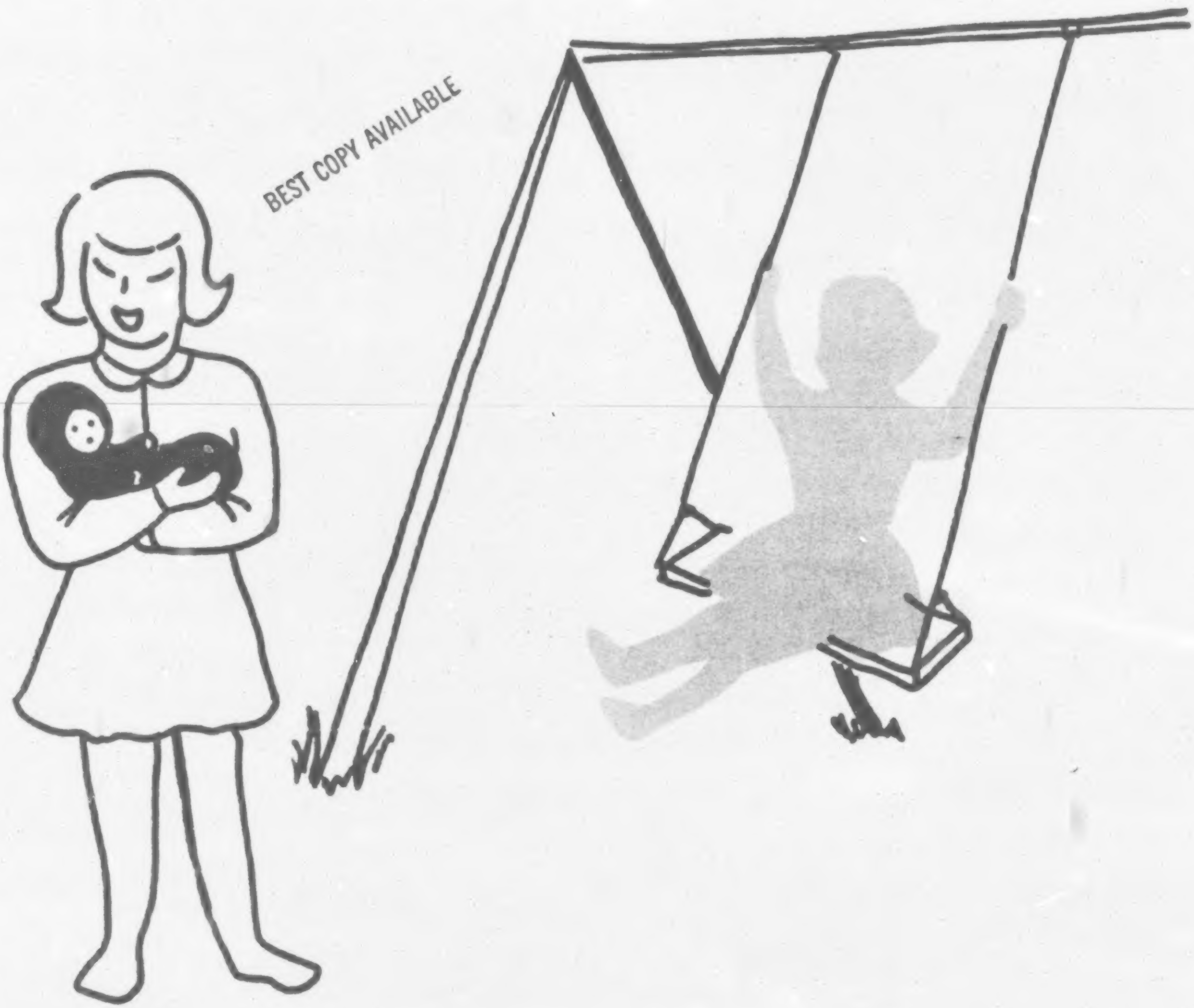


A LITTLE HAPPY

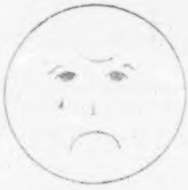


VERY HAPPY

BEST COPY AVAILABLE



37. PLAYING WITH GIRLS MAKES ME FEEL



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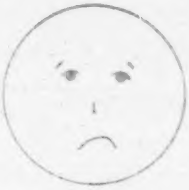

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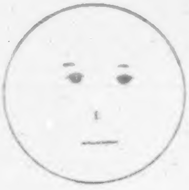

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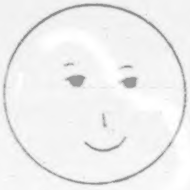

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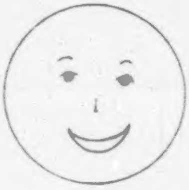

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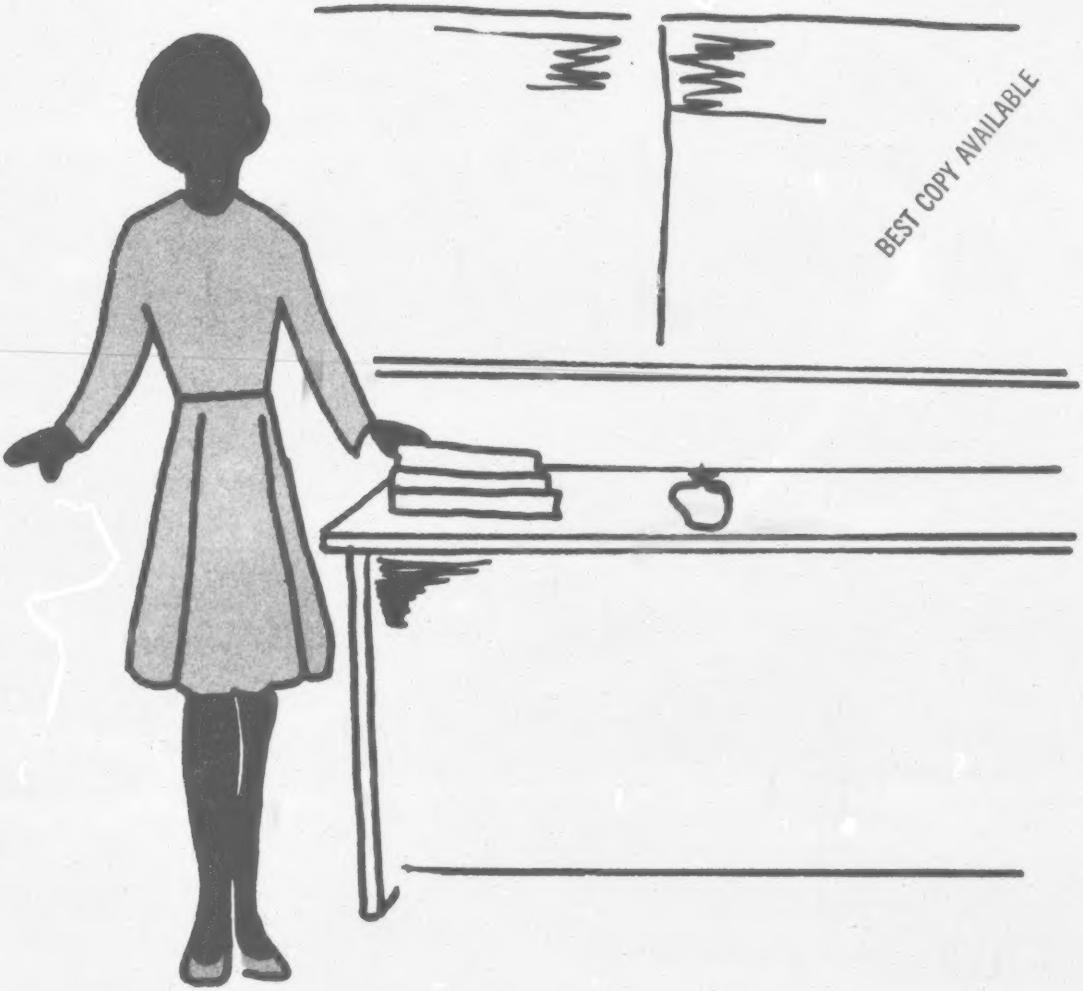

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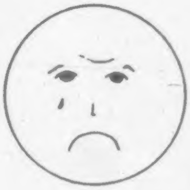
38. THE TEACHER MAKES ME FEEL



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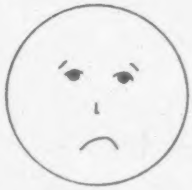
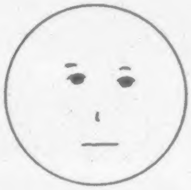
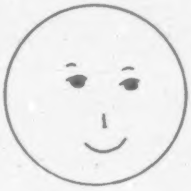


A LITTLE SAD



NOT SAD - NOT HAPPY



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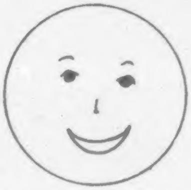

VERY HAPPY

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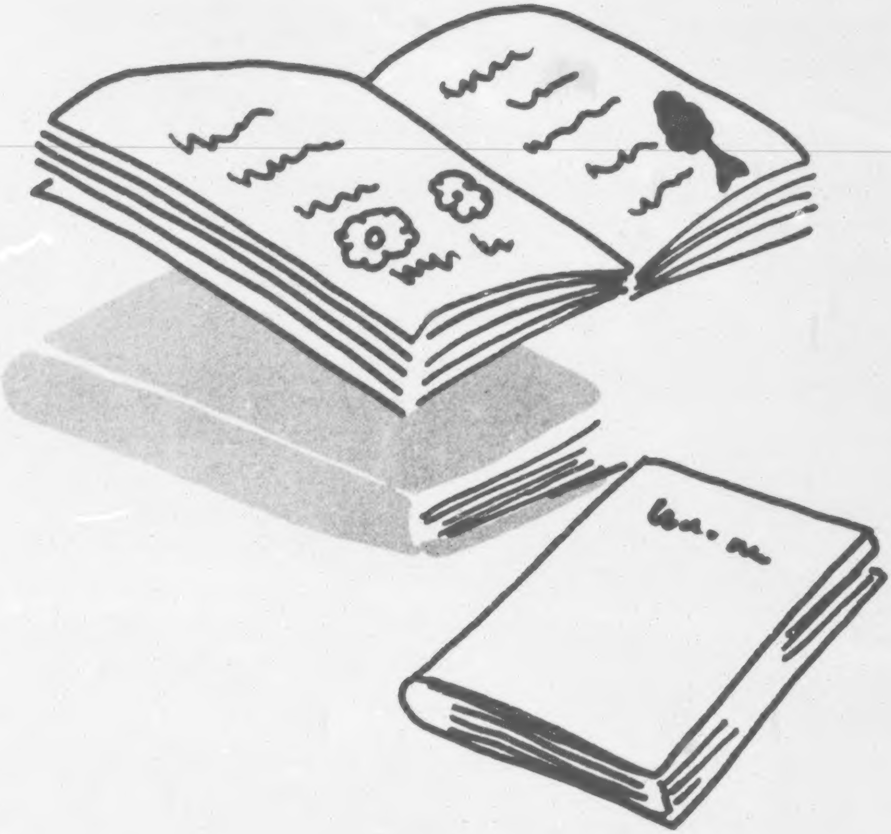
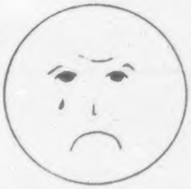
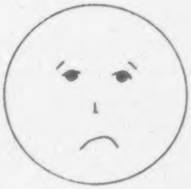


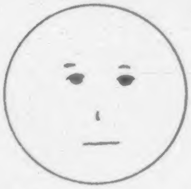
39. BOOKS MAKE ME FEEL



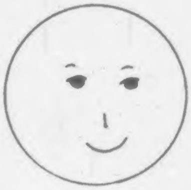
VERY SAD



A LITTLE SAD



NOT SAD–NOT HAPPY



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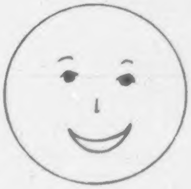

VERY HAPPY

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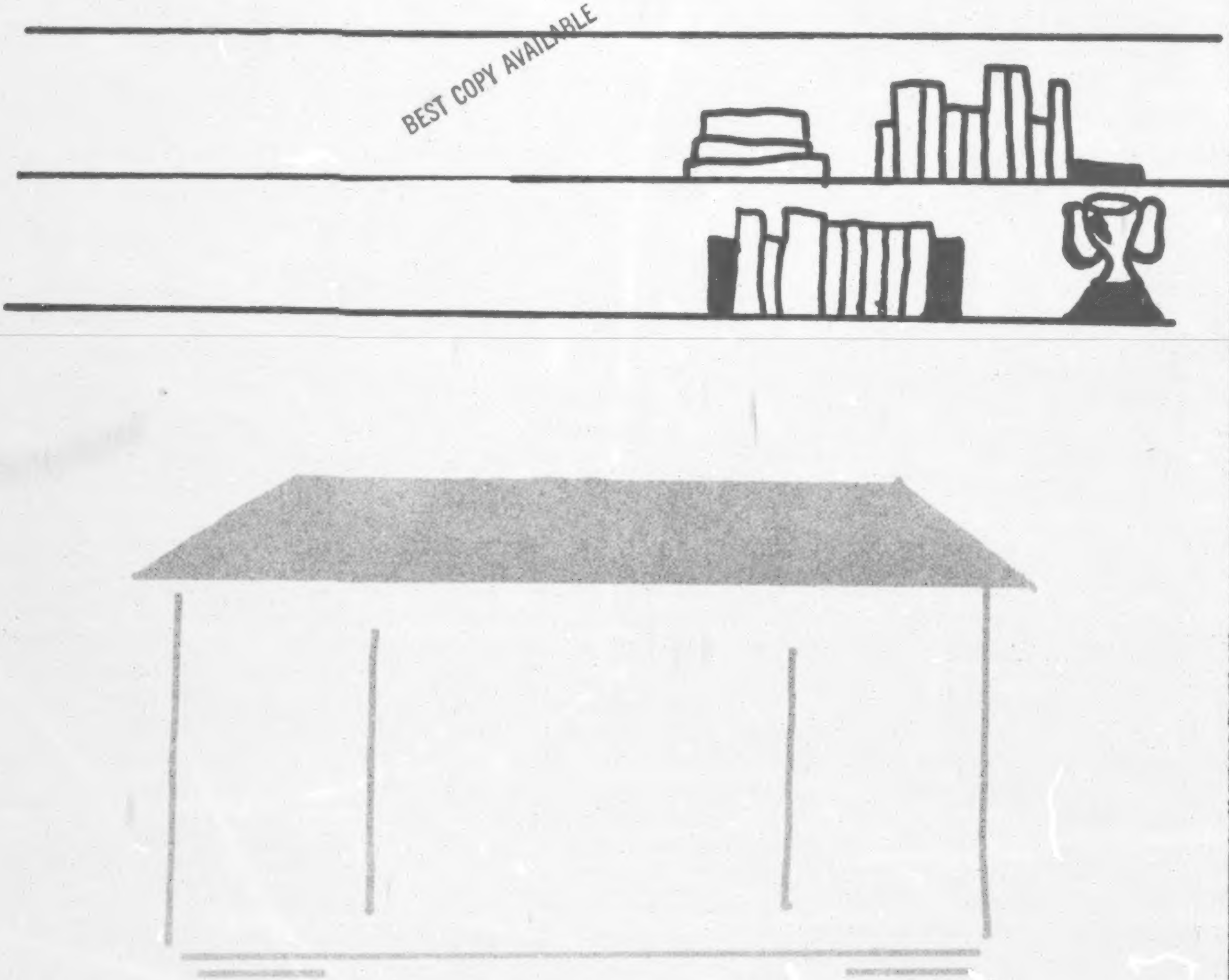
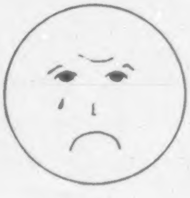


40. THE PRINCIPAL'S OFFICE MAKES ME FEEL



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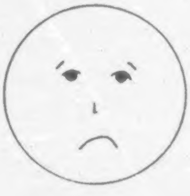

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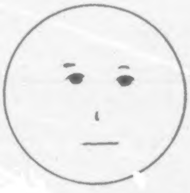
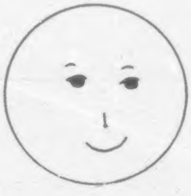


[illegible]AD NOT HAPPY



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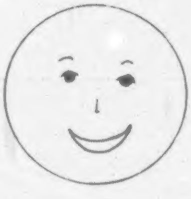


VERY HAPPY

ATTACHMENT B

THE DEVELOPMENT OF A NON-VERBAL MEASURE TO ASSESS THE SELF-CONCEPT OF YOUNG AND LOW-VERBAL CHILDREN

Pearline P. Yeatts
University of Georgia

Ernest L. Bentley
Atlanta, Georgia

Presented to

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
New York, New York

February 1971

THE DEVELOPMENT OF A NON-VERBAL MEASURE TO ASSESS THE SELF-CONCEPT OF YOUNG AND LOW-VERBAL CHILDREN

The diversity of populations found in today's public school makes it unlikely that any verbal attitudinal measure could be employed with equal success for all children. Rather, in view of this experiential diversity it would appear that the most satisfactory evaluative tool would itself be diverse in content, and non-verbal in its approach. That is, the instrument would not assume specific verbal skills, nor would it assume the attitudes about self to be unitary. It would be of such design as to allow institutions or individuals to look at specific aspects of the child's self-concept and would utilize a child's perceptual rather than only his verbal skills.

Data Collection

This report describes an attempt to develop such an instrument. The instrument was developed over a two-year period, and included three major phases. During the first phase, the natural spontaneous verbal expressions of children were taped. These conversations were child initiated and child directed. Tape recorders were placed in bathrooms, libraries, classroom conversation corners and in the free playroom. More than one hundred hours of conversations of children in kindergarten, first, second, and third grade were made. The conversations of more than four hundred randomly selected children were synthesized and classified during the stratification of data.

During the second phase of the study, pictorial representations of the concerns expressed by the children were made. The authors employed the services of a professional artist who took each of the forty concerns expressed by the children and depicted the statement in a pictorial format. The pictures were then shown, individually, to eighty children of the group. Each child was told to tell what each picture said and why it said what it said. The responses for each item were recorded. The artist and authors examined the responses and the pictures were redone and the procedure repeated until ninety per cent of the children reported the picture to say what the authors intended it to say. When children mentioned race or socio-economic level as being a factor in the item, the pictorial representation was redone.

To ascertain the self-preceptions of the subjects, a method of measuring used by Yeatts (1969) was utilized. This method involved the subject having only one item and one response sheet in his perceptual field, thereby insuring that the subject mark the appropriate response item for the stimuli. The answer sheet for the specific item was attached to the item and was used for one item only. The answer sheet consisted of pictures of five faces, ranging from very sad to very happy. The child marked one face for each item.

During the third phase of the study, the instrument was used to collect data from four hundred and sixty subjects in grades K-3. The instructions found in the Appendix were used. The children represented a cross section of socio-economic, geographic, and ethnic groups. The total population included metropolitan, small town and rural subjects. (see Table I)

Analysis

In order to determine reliability a test-retest procedure was utilized. The reliability coefficients were: Kindergarten .82, first grade 81, second grade .78, and third grade .79. (see Table II)

In an effort to test for validity the procedure used by Yeatts (1967) was utilized. That is, the items dealing with academic concerns were correlated with external variables. The external variables used were those scores generated on the Metropolitan Readiness Test for kindergarten children, whereas the scores on the California Achievement Test were used for the other subjects. The correlations ranged from .68 for kindergarten children to .79 for second grade with the correlations being .73 for first and third grades. (see Table III)

Responses to the instrument with the variables of grade, race, and academic achievement were intercorrelated. A principal-components factor analysis was then made, using units in the diagonals. The factors were then rotated by means of varimax rotation--items with loadings of .30 or higher were inspected and the factor was named by considering the content of the items within each factor.

The analysis revealed five factors. The factors included were: (see Table IV)

FACTOR I -- General Adequacy

This factor was comprised of items 7-14-16-19-20-29-31-32-33-35-36-37-38-39-and 40, which represent a cross section of concerns and seemed to indicate a general adequacy.

FACTOR II -- Peer

This factor was comprised of items 9-12-13-14-17-21-23-27-30-34-36, and most of which concerns relationships with peers. Items concerning physical appearance also entered into this factor.

FACTOR III -- Teacher-School

This factor was comprised of items 1-4-5-10-11-23-29-33-and 38, representing the teacher classroom items.

FACTOR IV -- Academic

The Academic factor was comprised of items 2-3-6-8-15-20-24-26-30-32-35-39-and 40. These items are those concerned with academic concerns, however, three items emerging as significant in this factor had to do with physical appearance.

FACTOR V -- Physical

The items emerging as significant for the physical appearance factor were 3-17-18-21-22-25-27-28-31-34-and 37. These items deal with those concerned with physical ability and physical appearance.

Discussion

The data presented above support previous studies suggesting that the self-concept is composed of many dimensions. Furthermore, support for the validity of the self-concept as measured by the Yeatts-Bentley "I Feel . . . Me Feel Self-Concept Appraisal" was suggested by the significant correlations found between academic achievement test scores and scores on the self-concept instrument.

Continuing research needs to be done for a comparative analysis with other behavioral criterion measures and with other populations. The instrument is currently being used with children in various sections of the United States and the data will be analyzed for comparative and normative data and for common areas of low self-images.

This instrument should be valuable for researchers and educators in assessing the self-concept of low-verbal and young children. It, in fact, fills a void in this area and should serve as a useful tool in the total school evaluation program. It should, furthermore, serve as the basis for planning specific educational programs to enhance the self-image of children.

TABLE I

DESCRIPTION OF POPULATION BY SEX, RACE, SOCIO-ECONOMIC, AND GEOGRAPHIC CLASSIFICATION

Sex	Race	S/E Class	Geographic		N
F	W	1	R	10	28
			U	18	
		2	R	9	25
			U	16	
		3	R	10	33
			U	13	
		4	R	10	15
			U	5	
		5	R	20	39
			U	19	
		6	R	12	20
			U	8	
		7	R	1	5
			U	4	
	B	1	R	2	7
			U	5	
		2	R	1	4
			U	3	
		3	R	2	7
			U	5	
		4	R	2	6
			U	4	
		5	R	4	9
			U	5	
		6	R	12	30
			U	18	
		7	R	2	11
			U	9	
M	W	1	R	6	24
			U	18	
		2	R	7	23
			U	16	
		3	R	11	35
			U	24	
		4	R	5	17
			U	12	

TABLE I (continued)

Sex	Race	S/E Class	Geographic		N
		5	R	18	38
			U	20	
		6	R	9	21
			U	12	
		7	R	0	5
			U	5	
	B	1	R	1	5
			U	4	
		2	R	1	3
			U	2	
		3	R	2	6
			U	4	
		4	R	1	5
			U	4	
		5	R	3	6
			U	3	
		6	R	8	25
			U	13	
		7	R	2	10
			U	8	

The classifications were those established by the sixteenth United States Census Report.

TABLE II

TEST - RETEST CORRELATIONS

Grade	K		1		2		3	
	n	r	n	r	n	r	n	r
	110	.82*	116	.81*	120	.78*	114	.79*

*Sign. = .01

TABLE III

CORRELATIONS BETWEEN ACADEMIC TEST AND SCORES AND ACADEMIC FACTOR SCORES

Grade	K		1		2		3	
	M	F	M	F	M	F	M	F
	.69*	.68*	.70*	.75*	.79*	.79*	.72*	.73*

*Sign. = .01

ROTATED FACTOR LOADINGS

Item No.	Gen. Ad	Peer	Teacher School	Academic	Physical
1			.68		
2				.34	
3				.45	.33
4			.57		
5			.54		
6				.51	
7	.41				
8				.71	
9		.32			
10			.68		
11			.49		
12		.46			
13		.32			
14	.36	.41			
15				.44	
16	.42				
17		.47			.78
18					.64
19	.51				
20	.37			.52	
21		.39			.42
22					.36
23		.59	.37		
24				.41	
25					.52
26				.74	
27		.44			.46
28					.51
29	.41		.67		
30		.42		.44	
31	.63				.39
32	.38			.39	
33	.39		.51		
34		.39			.62
35	.41			.62	
36	.52	.36			
37	.47				.46
38	.51		.64		
39	.36			.61	
40	.41			.58	

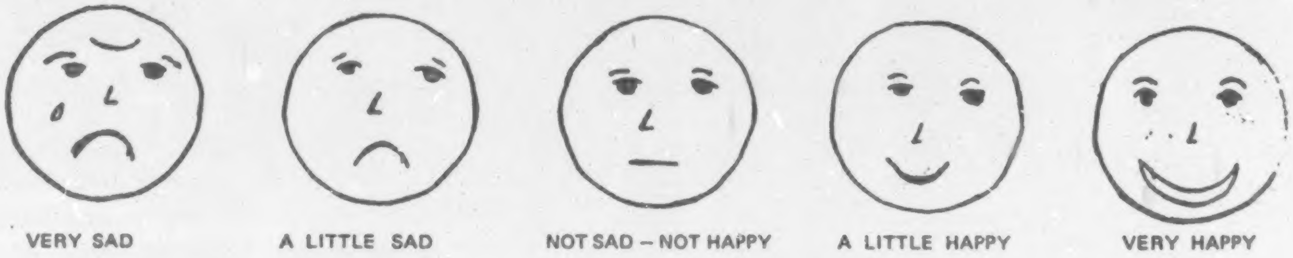
INSTRUCTIONS

I Feel . . .

. . . Me Feel

Self-Concept Appraisal

This book has pictures of things, people, and things to do. Each of these makes you feel some way--very sad, a little sad, neither sad nor happy, a little happy, very happy. All of us feel these ways at some time.



The questions are all about how you feel. There are no right or wrong answers. Look at the picture, think about how you feel, and mark the mouth of the face which best shows how you feel.

You should always be on the same picture as the teacher's large chart. Do not turn the page until the teacher tells you to do so. Are there any questions?

Items From Test:

1. Walking with the teacher
2. Building things
3. Doing things for the first time
4. School
5. When the teacher talks
6. Counting to ten or more
7. Singing
8. Reading
9. Doing things by myself
10. Going to school
11. When I talk to the teacher
12. When I get mad
13. My clothes
14. Dogs and cats
15. When I draw
16. Flowers
17. Looking in the mirror
18. Running
19. When I paint
20. Writing
21. Children
22. My hair
23. Big people
24. Building things by myself
25. When I play
26. Reading
27. When I dance
28. Throwing a ball
29. Eating lunch at school
30. My class at school
31. Going down a slide
32. Doing things I've done before
33. Listening to stories
34. Playing games
35. Arithmetic
36. Boys
37. Playing with girls
38. The teacher
39. Books
40. The principal's office

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ATTACHMENT C

Related Literature

SELF-CONCEPT

Self Concept in research is that area of investigation concerned with psychological development from an internal frame of reference. Self-concept consists of the attitudes and feelings one holds of himself and reflects the self's perception of the world. Self-concept represents a behavior variable that is more personal than situational, one that is the experimental background of the individual (Kelly, 1962).

Jerslid concludes that the self includes a perceptual and a conceptional component as well as an attitudinal component. The development of self involves a process of differentiation. The individual perceives different aspects of self at varying times with different degrees of clarity (Jerslid,1960).

Development of Self

It is generally agreed upon that the self-concept is non-existent at birth and is differentiated out of the phenomenal field in the course of genetic development.

Piaget states "there is no sense of self, no differentiation from the external world, no boundaries between the self and not-self for the infant, and that the self-concept of sense of his own ego developed slowly through early childhood". He views the development of self as an inherent, evolutionary process. A process which can be catogorized into a series of stages the order of which is constant.

As a result of exploratory activity and experience with the body, the boundaries of the self and non-self begin to be differentiated by the 6th or 7th month of life. The remainder of the developmental process of the self-concept is generally believed to be largely social in nature, involving identification with others, introjection with others, and expansion of ego involvement. Murphy states that the self-picture is usually fairly well integrated by the third year of life.

Through adolescence and young adulthood, the self-concept tends to become more stable and consistant, to involve the roles, values and norms of the social groups in the individual's expanding behavioral environment. G. H. Mead emphasized the social experiences and social influences on the development of self-concept. He states "The individual experiences himself as such, not directly but only indirectly, from the particular standpoint of other individual members of the social group."

According to Perkins (1958) the self tends to move toward greater stability with age and that, with this stability, ideas about self became more integrated.

Stagner reports the self-concept of the mature adult is probably in large part a product of the social environment with retained identification and introjection toward the self, but also in some measure a function of the individuals'real' or objective characteristics, contact with the physical environment , and inner pressures and needs.

Allport suggests that self is an evolving factor and that there are many selves and that the desired goal is a unification of the various selves into a complex type of personality structure. Jerslid supports the idea of multiple array of selves which become unified into some type of a composite picture.

Gordon and Spears reported there is a developmental pattern to the individuals own degree of.variation between his average and specific self perceptions. That is, his views of self are more variable in some periods of life than in others.

Piers and Harris (1964) reported the view of self decreased from 3rd to 6th grade, and changed toward a more positive regard for self in the tenth grade.

Jerslid's conclusion of the differentiation process states "The development of self awareness does not occur in an all-or-none fashion... It is more likely that a child perceives different aspects of what he eventually calls himself, with varying degrees of clarity at different times".

Piaget believes that the self concept or sense of one's own ego develops slowly through early childhood and that the process can be categorized into a series of sequential stages. The self concept becomes more stable and consistent through adolescence and young adulthood. Piers and Harris, on the other hand, reported (1964) that the view of self decreases from third to sixth grade and changes toward a more positive regard for self in the tenth grade. During the process, each pupil is involved in a loyalty to his own identity and to the continuity and protection of the self. At this age, concludes Lippitt, is a particular need for acceptance and inclusion in meaningful and strong groups with carefully stated goals.

Raimy first defined the Self Concept in 1943--

"The self concept is the more or less organized perceptual object resulting from present and past self observation... (it is) what a person believes about himself. The self concept is the map which each person consults in order to understand himself, especially during moments of crisis or choice."

"It is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his views of what he is, what he has been what he might become, and his attitudes pertaining to his worth." (Jerslid) An awareness of his individual existence. His conception of who and what he is.

The self includes, among other things, a system of ideas, attitudes, values and committments.

The self is the thing about a person which has awareness and alertness, "which notices what goes on, and... notices what goes on in its own field." -Jerslid.

In the process of experience, the healthy self adds, assimilates, and integrates within its own system that which is essential and authentic, while renouncing that which is "unessential, strange and harmful." -Jersild

The self is both constant and changeable. It includes the "...constant nature of an individual plus all that is conditioned by time and space and that is changeable." It provides a "nucleus on which, and in which and around which experiences are integrated into the uniqueness of the individual."--Jersild

The individual strives to be himself (as he sees himself), and to live in accordance with the concept or attitudes regarding himself, whether these be true or false.

A person's behavior expresses an effort to maintain the integrity unity, and inner consistancy of the personality system which has as its nucleus the individual's evaluation of himself.

The self is reflexive--it is an object to itself; and it can be both subject and object. It is both a knower and a thing that is known, a perceiver and a thing perceived. As a knower, the self is able to take a "panoramic view of the total personality."__Jersild

Self-concept is the most important single factor affecting behavior. -concept is an organization of beliefs about self. -- Combs

The self is: "that to which we refer when we say"I"."--Jersild

A person's self is the "sum total of all that he can call his. --Jersild

The self is a perons's total subjective environment. It is a distinctive "center of experience and significance."--Jersild

The self is "the individual as known to the individual." Jersild

The self is the "custodian of awareness." Jersild

Freud structured personality around three major systems--the Id, the Ego, and the Superego. In the mentally healthy they form a unified and harmonious organization.

Adler- The Adlerian term dealing with self is structured around life style influences, and the child's ability to evaluate his experiences.

Arthur Combs and Don Snygg contributed to understanding the self concept in their theoretical formulations regarding the perceptual view of behavior. They feel that one must observe behavior from the point of view of the individual himself.

Harry Stack Sullivan emphasized the importance of the child's way of perceiving the world and adapting to it. The infant learns to make differentiations based on anxiety and that these differentiations later become the self concept. The self developed from reflected appraisals of significant others in the child's life.

Multidimensional Nature of Self Concept

Although many studies have dealt with "self" few have been concerned with children of varying developmental levels, and from differing socio-economic backgrounds. When considering self-concept, socio-economic status and sex variables would cause different dimensions of the self-report to emerge.

In recent studies on self-concept, investigators have considered the role sex plays in dimensions of the self. In discussing the significance of sex role identity, Kagan, (1964) concluded that the degree to which the childs' adopts sex-role standards influences behavior through adulthood.

McKee and Sheriffs (1959) described females as being more conforming in regard to views of self than were males. Sex-appropriate adjectives were selected more often by female subjects than by males. Furthermore, the females subjects reported a more unfavorable view of self than did the males. Sears, (1960) using self-reporting devices to explore conceptualizations of self in middle childhood concurred with these findings She reported sex differences in relation to self esteem.

Mead reported that cultural factors play a significant part in sex role differences. She concluded that children from any given society learn the roles which are appropriate for one sex and not for another. That as these roles are acquired so are the attitudes, motives, beliefs, and values of the youth. (Mead, 1949)

Walker (1964) , and Hartley, and Hardesty (1964) reported sex typing more rigid in boys than in girls during the school years, whereas, Hall and Keith (1964) found a difference in sex-role preference in lower-class boys adhered more closely to traditional masculine interests than did the middle class boys.

Sex differences are also manifest in school performance as reported by Lincoln (1927) and Lentz (1929)

In a later study, Shaw and McCuen (1960) reported a difference of the grade level at which under-achieving is recognizable for males and females; under-achieving occuring later for females than for males.

From studies by Jerslid, 1960, Perkins, 1958; Gordon, 1962; Piers, and Harris, 1964 it was hypothesized that males and females of the same age would have different views about peers, conformity and body image, thus different factors would emerge.

The studies reviewed here dealt with grades three through twelve and suggest that sex role expectations are such that the demensions of the self-concept cannot be generalized from one sex to the other.

Yeatts and Bentley (1970) document evidence that the self concept is composed of various dimensions. A factor analysis of their "I Feel...Me Feel" Self Concept Appraisal revealed these content dimensions: general adequacy, peer, teacher-school, academic, and physical. The data used in this analysis were collected from grades K through 3, across different racial and achievement groupings. Gordon (1966) using third through twelfth graders reported that the structure of self concept was not unitary, but included the factors: school, coping, body build, adequacy, physical adequacy, teacher, peer, and appearance. Piers and Harris reported six "clearly interpretable factors": general and academic status, behavior, anxiety, popularity, physical appearance, and happiness-satisfaction.

Social Status and Racial Differences

It is generally believed that the self concept is largely social in nature, developing from the identification with and appraisals of significant others. Mostly a complex function of the interrelationship between the individual and the social environment, it can be regarded as a sense of adequacy and feeling.

Lippitt reports (ASCD- 1961) of a growing body of evidence that cohesive groups exert strong and pervasive influences on the values and self-conceptions of individual members. He notes with alarm that important individual differences in capacity and resourcefulness are prevented from actualization and suggest the need to develop situatons where pupils can develop unique personal resources and at the same time learn to function as good members of a cohesive group.

As early as the mid-thirties Adler (1957) and Sullivan (1953) viewed the self as developing through a long and complex process of interactions with others. A similar concern for the effect of social class manifests itself in many studies by psychologists.

The investigations of Bossard and Bell (1953) and Havighurst (1953) considered the effect social class would have on self-concept. They reported that children from lower-class homes did not view themselves with high esteem. These studies were supported by Mason (1957) Hill (1957), Warner(1960) Kluckhohn (1961) and Kvaraceus (1965) who further suggest the concept one has in regard to self will vary as social class varies.

Deutsch (1965) observed that "lower-class children, black and white, compared to middle class children, are subject to a cumulative deficity phenomenon."

The self-concept, according to Sullivan (1953) develops from the appraisals of significant others. Goldberg supported Deutsch in her postulate that "among lower-class black children there is a greater degree of self-derogation, of seeing oneself as ugly, stupid, or inferior than is true for the more affluent or even the lower-class white" (Goldbert, 1967, p. 386).

Kvaraceus (1965) and Deutsch (1965) postulated the black child, due to cultural appraisals of him, does not have an opportunity to conceptualize himself as adequate. "The cultural appraisal is reinforced by his impoverished home situation which often lacks stability, warmth, and marital accord." (Kvaraceus, 1965, p. 69)

A sense of adequacy is the main element comprising self conceptualization. To the extent that family backgrounds do not allow children to feel competent and able, children express inability to meet life's demand (Herman, 1966). Koch (1946), McDonald and Gynther (1965), and Herman (1966) found significant race differences in the assissments made of self.. Coleman (1966) reported that blacks feel a much lower sense of control over their environment than do whites. He concluded that in the more stable, less urban areas exposure to children of different backgrounds and aspirations has, in the past, been less possible for black children. However, these studies of self-concept used selected samples and the measurements involve dichotomies, projective techniques and mulitple choice items, which are not, for the puropse of analysis, comparable.

The studies reviewed suggest that the effect of socio-economic class and race may be closely related. These investigations further dictated the necessity of including race and socio-economic status as variables. In an attempt to assess the dimensions of the self-report of black and white children of varying socio-economic backgrounds, this study used one instrument to assess the "self" of a total poplulation.

In order to learn how to help individuals, it is necessary to observe social behavior, to determine how an individual perceives himself, and to arrive at some practices which will support a sense of adequacy. Unfortunately, there has been little research on the forces emanating from the group supporting individuality. In addition, while there is general agreement that different dimensions of self-concept exist, there is no strong agreement as to a particular dimension (factor) listing nor how to facilitate growth in them (possibly because different groupings of students have different affective needs).

Self is developed through the child's interaction with people and his total environment. It is shaped during infancy, early childhood. As the child experiences life situations, his continual evaluation facilitates adjustment.

THe child's earliest self-appraisal is in terms of what others think and feel about him. The origins of the self are in the hands of "Significant others."

The self is made of "reflected appraisals."

The self..."is essentially a social structure, and it arises in social experience...it is impossible to conceive of a self arising outside of social experience.

The self is acquired. It is not ready-made. It develops as a person. With his inborn abilities and tendencies and all that is inherent is his make-up, meets up with the experiences of life.

The self is essentially a social product arising out of experiences with people-parents, siblings, relatives, peers, and the general community. It is a growth process.

Careful study of parent-child relationships made some years ago, by Baiwin and others at the Fels Institute . Of the numerous parental attitudes toward children the "acceptant-democratic" showed most growth facilitating.

As one respects oneself so one can respect others...If there is a valid and real attitude toward one self, that attitude will manifest as valid and real toward others. "as you judge yourself so shall you judge others."

Relation to Achievement

Psychologist and educators are attempting to elaborate and expand the study of human development. During the past decade, a number of studies to clarify the relationship of one's views of self and performance have been conducted. Shaw and Dutton (1962) concluded that the self concept is a casual factor in achievement and that achievement can be predicted from the perceptions children hold in regard to self. These findings were supported by ,Combs' (1964) Wattenberg and Clifford (1964) add Lame (1964). A persons concepts in regard to self have been viewed as important determinents in performance. This performance may be of a cognitive, affective, or physical nature; but it will be related to the person's feeling about self.

Examination of the literature dealing with the self lead to these conclusions: 1) personality cannot be isolated from the complexes of interpersonal relations in which the person lives (Sullivan, 1947,),2)Self is a social structure arising from social experience (Mead 1934, 3) Self is both constant and changeable and all behavior is related to perceptions of self (Jerslid 1952), 4) the learning of the young is determined by the child's perception of self (Combs and SNygg, 1959)

Research indicated that attitudes toward the self are predictive of the child's achievement performance. Students who feel good about themselves and have confidence in their abilities are those who are most likely to succeed. Conversely, those who see themselves and their abilities in a negative fashion usually fail to achieve. Academic success or failure appears to be deeply rooted in concepts of self as it is to measured mental ability, if not deeper.

Shaw, Edson and Bell (1960) conducted a study where results showed male achievers feel relatively more positive about themselves than do male underachievers. No general generalization could be made for the female group--Female underachievers tended to have ambivalent feelings toward themselves.

Combs (1964) directed a study of the purpose of determining whether academically capable, underachieving high school boys tend to see themselves and their relationships with others in ways that differ from those students who make a happier and more successful adjustment to the scholastic situation. The results of the study indicated highly significant differences between the groups of underachievers and achievers on all of the perceptual variables.

The underachievers saw themselves as less adequate and less acceptable to others; saw peers and adults as less acceptable; showed a less effective approach to problems, and less adequacy of emotional expression.

The question resulting from these studies concerning self and academic achievement is "when does underachievement begin?" There is, evidence to suggest that a child enters school with attitudes that will predict success or failure. It is now being recognized that chronic underachievement probably begins in the first grade. Studies by Shaw and McCuen (1960) concluded that the problem of underachievement for boys may begin as early as the first grade and is definitely present by grade 3. For girls the problem may exist as early as grade 6 and is of increasing importance from grades 9 to 11. Further, it was shown that underachievement is not a temporary phenomenon, but is chronic in nature. There is need to identify underachievers at as early a grade level as is possible.

Increasing research evidence during the last decade indicates that an individual performs in relation to how he sees himself performing. An individuals concept of himself is influential toward his academic performance, behavior, personality, and state of mental health. Shaw and Dutton (1962) concluded that the self concept is a casual factor in achievement. A Tennessee Department of Mental Health report stated that "People who see themselves as undersirable, worthless, or bad, tend to act accordingly. Those who have a highly unrealistic concept of self tend to approach life in unrealistic ways. Those who have very deviant self concepts tend to behave in deviant ways." Yeatts' research (1970) indicates that the amount of time a student spends on a specific activity is to a large extent dependent upon the way he feels about his ability in the activity.

Clark Moustakas in his book The Teacher and the Child says that significant learning may take place if the teacher can accept the student as he is, and can understand the feelings he possesses. Warm acceptance, positive regard, empathizing with the feelings of fear, anticipation and discouragement which are involved in the child's dealing with new materials and situations.

Ten years ago, in a study of the effects of testers' expectancies on subjects' test performance, Robert Rosenthal confirmed an intuitive theory held by many psychologists that "the power of expectation alone can influence the behavior of others." This phenomenon has been variously labeled the "Pygmalion Effect" of "Self-Fulfilling Prophecy."

Summarizing subsequent research in this area in an article appearing in Psychology Today (Spetember, 19730, Dr. Rosenthal reemphasized the role of teacher expectation on pupil achievement and attempted to isolate those factors in teacher behavior which communicate those expectancies to the student.

In the mid-1960's Rosenthal and Jacobson conducted a controversial study in which elementary pupils in a lower-class neighborhood were given a non-verbal IQ test at the beginning of the school year. At random, twenty per cent of the children in each room were then labeled as "intellectural bloomers" and each teacher was given the names of these children with the explanation that they could be expected to show remarkable gains during the coming year on the basis of their test results. Of course, there was no difference between these experimental children and the control group, except in the teacher's mind. At the end of the school year the children were retested, and it was found that the experimental children, those who had been labeled as "intellectual bloomers' to their teachers showed an overall IQ gain of 4 points when compared with the IQ gain of the control chilren. It made no difference whether the child was actually of high or low ability and the teacher's expectations were found to benefit children at all levels.

In eighty-four subsequent studies done by a variety of researchers, this phenomenon of self-fulfilling prophecy has been upheld, i.e., that experimenters or teachrs' expectancies make a significant difference in the performance of subjects or pupils. J. Michael Palardy researched the "well known " sex difference in reading skills among first graders and found that when teachers believed that boys could learn to read as well as girls there was no difference in reading achievements. Other studies have demonstrated that the "Pygmalion Effect" is not limited to young children, not even to young children in school, but that adolescents and adults in a variety of learning situations are equally affected.

Rosenthal found that teachers expressed their expectations for their students overtly and covertly and that even when instructions are taped the expectancies are somehow communicated. This led him to a four-factor approach in attempting to explain the effect. He found that teachers who have high expectancies tend to exhibit behaviors which fall into four major categories.

1. CLIMATE

   Several studies have shown that teachers who have a high expectacy for certain students tend to create a warmer social-emotional mood around these students. They are more likely to have found that students who are the recipients of these expectancies report that their teachers are more positive, accepting, friendly, etc.

2. Feedback

   This phenomenon refers specifically to how often the teacher rewards a desired response in class or corrects the wrong answer. Several studeis have demonstrated that children who are believed to be bright get more praise from their teachers, but not more criticism, and a greater number ofresponses to their answers in general.

3. Input

   This factor deals with the tendency of teachers to actually teach more difficult material to those students for whom they have higher expectations. In a study done with sixty preschoolers and sixty teachers in a Head Start program, teachers who were told that they had extremely bright children actually attempted to teach more words in a language stimulation unit than did teachers who were told that they had below average children to work with. Not surprisingly those children who had been labeled "bright", but who were actually no different from the control children, actually learned more new words than did the controls.

4. Output

> This last factor refers to the phenomenon that teachers tend to give their "special students" more opportunities to respond to questions in class. They call on such students more often asking them harder questions and giving them more time and more encouragement to answer correctly. In one study the experimenter found many experienced teachers wait only one second before the the question is asked again, usually of another student, but that teachers tend to wait longer for students they believe to be bright. When these same teachers were informed of these results and deliberately increased their waiting time for "slower students," they got increased responsiveness from these students.

A most significant study was conducted by Leacock with four schools in four neighborhoods, two poor and two middle income. At each income level, one of the schools was essentially all black and the other essentially all white. The researcher interviewed the fifth grade teachers about their feelings for the children, scoring their reactions as positive, neutral, or negative. Leacock found far less favorable responses to lower-class children than middle-class children, and teachers were apt to exhibit more negative comments when talking about black children than when talking about white children. These results were found to be equally prevelant among both black and white teachers.

The children's IQ scores were then related to the teachers' feelings toward them, and it was found that the IQ scores of middle-income children, both black and white, were significantly related to the positive attitudes of their teachers. This relationship, however, was not true for low-income children and was, indeed, reversed. That is to say, lower-income children with higher IQ's tended to have teachers who viewed them more negatively--leading to the conclusion that children who surpassed their teachers' expectations reaped further resentment from the teachers. It appears, then, that children who are both black and lower-income have a double handicap and that this result cannot be attributed to racial bias on the part of the teachers. As Rosenthal stated, "the prejudice of stunted expectations knows no race barrier."

In view of recent research in which lower-income children, and especially lower-income black children, tend to achieve lower test scores in reading and mathematics despite many special remedial programs in the schools, it would seem that consciously changing teacher expectations for these children might prove to be a fruitful approach. It has been demonstrated that the "Pygmalion Effect" has the power to hinder as well as help the development of children academically, and that we must make some effort to use this effect to the students' advantage. Mark Harris, in commenting upon the work of Rosenthal and others, stated that, "In an age and a nation so far advanced as our own (we hear), we might have been expected by now to have resumed respect for ancient instinct: smile at your student; tell him he can, even if you doubt it, and he might. Wait for an answer: it may be on the tip of his tongue. Don't exploit the child by perpetuating the old myth that teacher knows best: the child may know himself better than the teacher knows him."

Assessment of Self

Currently, there is debate among researchers concerning the measurement of the self-concept. Ruth Wylie has the most comprehensive analysis of the problem and concludes: Problems of measuring the phenomenal field may be seen as essentially those of establishing "Construct validity."

In order to categorize constructs involving subjects phenomenal fields the experimenters must use some form of self-report response made by the subject as a basis for his inferences...These methods seem to be the only kinds appropriate to this type of construct (Wylie 1961).

In an attempt to assess the validity of the self-report, Strong (1962) factor-analyzed three self-report instruments to determine the effect social desirability had on responses. His findings indicate that social desirablity was not a significant factor in the responses given.

Piers and Harris (1964) reported that a wide range self-report instrument was developed and administered to children in grades 3,6, and 10. The use of item analysis showed internal consistency and test-re-test reliability was satisfactory for conclusions to be made. A factor analysis of the 80-item "Piers-Harris Scale."resulted in six clearly interpretable factors. These factors were : (1) general and academic status (2) behavior (3) anxiety (4) popularity, (5) physical appearance , and (6) happiness and satisfaction. The variable of sex appeared in factor 3. As a preliminary test for validity correlations were done comparing self-concept, I.Q. and academic achievement. Significant positive correlations in all grades tested were found.

Gordon (1966) using third through twelfth grade students, factor analyzed his "How I See Myself" self-report instrument to determine if the structure of self-conceptions as reported, was a unitary structure. He reported that the structure of self-conceptions was not a unitray structure and that the self-reports followed certain developmental patterns. Furthermore, these patterns were found to be different for boys and girls. Factors reported included: (1) school, (2) coping, (3) body build, (4) adequacy, (5) physical adequacy, (6) teacher, (7) peer and, (8) appearance.

The research reviewed concerning assessment of self stresses the need for a large population attitudinal study to examine specific aspects of the childs perceptual skills. Such studies would develop normative data pertinent to today with the massive data school's need for counseling and guidance, planning curriculum and indivi-ualizing instruction.

Categories used in tabulating reports on "What I like about myself" and "What I dislike about myself" included the following:

I. Physical characteristics
    A. General appearance: Appearance; looks; being good-looking, bad-looking, homely, cute

    B. Size; weight
        1. Size, general: "my size"; right size
            a. Big
            b. Small

2. Height
a. Tall
b. Short

3. Weight
a. Fat; heavy; too fat; weigh too much; want to weigh less; "too much flesh on my bones"
b. Thin: skinny; too slim; too thin; want to weigh more; don't weigh enough; can't get fat; not fat enough
C. Build; shape; figure

D. Features of face and head
1. Face: facial features; profile
2. Smile; dimples
3. Complexion: condition of skin; color or shade of skin
4. Hair: color; texture; length, etc.; curly or stright hair
5. Eyes: color; size; shape; eyelashes; "sleepy eyes"
6. Nose: size; shape; contour, etc.
7. Ears: size; shape; angle of attachment, etc.
8. Mouth: size; shape; fullness, etc.
9. Teeth: color; alignment; size, etc.

E. Upper extremities: arme; hands; fingers; fingernails

F. Lower extremities: thighs; legs; ankles; feet; hairiness of legs, etc.

G. Other parts of body

H. Posture: "my posture"

I. Gait: "way I walk"; carriage, bodily bearing

Ix. Voice and vocal mannerisms; voice quality: deep, shrill, high, etc. (vocal or auditory aesthetic tonal qualities, pitch, loudness, etc.--does not include content of talk or ability to talk to a crowd, or ability to express ideas, or ease, fear, etc., or other attitudes towards speaking)
A. Vocal qualities

B. Tempo, rate of talking; vocal; vocal mannerisms; "calm voice"; "excited voice"

II.. Clothing; grooming; and make-up
A. Clothes: "my clothes", "the way I dress"; "I have nice clothes"
1. Neatness and cleanliness of dress
2. Color: "clothes I wear", color of my clothes; color of my socks
3. Taste and judgment in selecting clothes

B. Grooming; being well-groomed; personal neatness and cleanliness

- C. Make-up
    - 1. Use of powder, rouge, lipstick, etc.
    - 2. Manicuring, nail care
    - 3. Care of hair: hairdo; hair style

III. Health and physical condition
- A. General health; robustness; vigor; soundness

- B. Specific physical defects or assets

IIIx. Attitude toward or enjoyment of, or habits connected with, sensory and bodily pleasures and comforts: eating; "I like food"; "overeating"; "I like to sleep"; "oversleeping," etc.

IV. Material possessions and ownership; money and other goods

V. Animals and pets and attitudes toward animals

VI. Home and family relationships and circumstances, and sibling relationships
- A. Simple expressions of feeling regarding home and parents
    - 1. Acceptance or rejection of home, parents, "family": like or dislike of parents; "Have a home to be proud of"; being born into my family"; have wonderful parents"
    - 2. Acceptance or rejection of home environment and family circumstances: "my room": "My house"; "neighborhood I live in"; "where I live"
    - 3. Feelings of acceptance or rejection of parental attitudes or treatment or care: being liked or disliked by family members
- B. Attitudes toward self in relation to parents and to home responsibilities
    - 1. Chores, duties, and responsibilities: doing work at home; being lazy at home; doing dishes; doing errands; taking care of room; housework; helping parents with chores
    - 2. Behavior toward parents: "way I behave (or have behaved) at home" "I get along at home"; "get into fights at home"
        - a. helpfulness; honesty; obedience at home
        - b. disobedience; arguing; quarreling at home

- C. Sibling relationships, status, attitudes of siblings or toward siblings

VII. Miscellaneous likes or dislikes unrelated to self

VIII. Participation in, enjoyment or lack of enjoyment of, recreation, sports, games, and hobbies (if emphasis is on skill or competence, classified in IX)
- A. Recreational or supposedly recreational activities picnics, parties, rides; going to the show; reading for fun; playing cards; going places; having a good time; vacations; riding in car

- B. Play and sports (no mention of ability or lack of ability)
    - 1. Childhood games and play: tag; cowboy; playing with dolls; playing ball; unspecified games; play with other children (unspecified); playing outdoors or indoors

2. Enjoyment of or interest in sports: hockey, track, basketball, baseball, football; sports: to take part in sports; ping-pong; volley ball; badminton; swim or go swimming; riding bike (without reference to pride or shame regarding competence or skill

C. Hobbies, handicarfts (no mention of ability)

1. Making things: handicrafts, woodship; making airplanes, boats
2. The outdoor world; nature

IX. Ability in play and sports: "the way I play" (unless referring specifically to friendship); ability in football; basketball; skating, games, etc;"the way I swim"; "can't run as fast as I like"; "I'm good at sports"

X. School, school work, attitudes toward school and evaluation of personal characteristics and social participation expressed by way of behavior in school

A. Like or dislike of school or school work as such; interest or no interest in studying; like or dislike of a particular school or aspect of school

B. Approval or disapproval of self because of attitudes toward school

C. Attitudes toward teachers, getting or not getting along with teachers

D. Participation in social or peer group activities in school; feeling free or not free to take part in discussion; at ease or ill at ease in talking to group (this category includes any item which otherwise might fall in category XIV but which includes reference to school or any item in which school is clearly implied by the context)

E. Industry; perseverance ; laziness; concentration or lack of concentration; good or poor study habits in connection with school work (this category includes items of the "inner resources" type included in category XIII, but wiht special mention of school)

F. Moral conformity or non-conformity: honesty or dishonesty (cheating) in connection with school work (this category is similar to category XIIIxB, except that it has reference to school

G. Ability or lack of ability; special talent or competence in school subjects, including ability or inability to make good grades (this category has features in common with categories XI and XII, except that it includes specific mention of school or conventional school subjects)

XI. Intellectural status; intelligence; ability or lack of ability to think , reason, remember; good or poor imagination; etc; ability or lack of ability to think quickly or make a good come-back, curiosity desire to find things out, learn and discover; search for truth; ability to see both sides

XII. Special talents and abilities or interests: "I have talent"
- A. Music and dance (performance or appreciation of)
- B. Drawing and painting
- C. Writing, literary ability, acting ability
- D. Construction; mechanical ingenuity; building things; ideas in mechanics; making things, driving car
- E. Speaking; self expression
- F. Household arts and skills (cooking, sewing, etc.)

XIIIx. Personality traits; temperament; disporition; character traits; emotional tendencies; inner resources
- A. Moral conformity, uprightness: honesty (with truth or money) trustworthiness; vices (such as swearing or drinking); punctuality (or lack thereof); obedience to authority
- B. Inner strength and drive (or lack of it): fortitude; patience; ambition; trust and confidence in self (or the opposite); being easy to please; contentment;perseverance; ability to see things through; moral strength or weakness; strength of purpose;being calm,composed, quiet; strength in face of temptation; self-respect; "can be sad or mad when I wnat"; ability to take criticism; ability to make up mind; being realistic or unrealistic possessed of common sense; being practical (including tendency to set standards just right or too high or too low); dependability; independence; laziness; ability to focus attention, get down to business; ability to get things done; adaptability; ability to take life as it happens; capacity for self-help
- C. Sense of humor (or lack thereof); ability to see light side; taking self or other things seriously or too seriously
- D. My success until now: my achievement (as distinguished from special skills, talents); what I have accomplished in life
- E. Specific emotional tendencies and capacity for control
  - 1. Emotional poise or control; ability or inability to control or conceal emotions; laughing too easily; crying too easily; talking too much; implusiveness; tendency to put foot in it; tendency to be silly; noisy
  - 2. General feelings of sadness or inferiority; inferiority feelings and hypersensitivity; moodiness, crabbiness; oversensitivity to feelings of others

3. Fears: being afraid, bashful, shy,inarticulate, fearful
4. Rage, temper: bad temper; good temper; quick temper; lose or control temper; "way I get mad"; "et mad easily or quickly"; "get mad at little things"
5. Being nervous; having nerbous habits; stuttering; nailbiting gad dreams; tendency to blush
6. Tendency to whimper,complain, fuss, fret

XIV. Social attitudes and relationships; relationships with and relatedness to others

A. Knowing or meetin persons; knowing or being with likeable people; general ability to get along with others; "mixing"; getting acquainted; getting along (or the opporite); fact of being in process of meeting, liking, or making friends; process of being in or enjoying social contacts, including leadership

B. Attitudes of others toward me: acceptance, rejection of me or of qualities or traits in me which I admire or deplore in others; fact of being accepted, loved, popular, liked (or the opposite); having friends

C. My attitudes toward others: tendencies toward, ways of reacting toward others; way I feel toward, act toward others

1. Disposition to be sympathetic, kind, considerate, forgiving generous, understanding (or the opposite); act of or impulse toward cheering people up (or the opposite); meanness, selfishness, stinginess, half-heartedness toward others; tendency to be critical, gossipy,snobbish, stuck up, contemptous, aggressive tendencises or reactions toward others
2. Cooperativeness: readiness to do my share; carrying part of the load
3. Being a good sport; good loser
4. My manners: courtesy, politeness (or the opposite)

D. Heterosexual relationships, attitudes, and adjustments: like or don't like opposite sex, including like or dislike for or am liked or am disliked by opposite sex, including specifically named persons; am or am not boy or girl carzy; have wholesome or unwholesome attitude toward sex

XV. Religious ideas, interests, beliefs, practices

XVI. Management of practical affairs, independence, self-help; use of money; work

A. Money: way of spending money; use of money; saving money; earning money;having cash to carry out ambitions

B. Work, job and career: "I work"; "am able to work"; "can or can't decide-what to do when out of school"; having plans for future work

C. Marriage

XVIx. Privacy, independence, recognition as older person: having own room

XVII. Social attitudes regarding community and world
  - A. Political and social beliefs: belief in democracy and capitalism
  - B. Attitude toward other races

XVIII. No response; blank

ATTACHMENT D

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FOCUS ON SELF CONCEPT

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The self concept is the way an individual perceives himself in relation to others and to his own self. What he thinks and feels about himself is largely determined by his relationship with others in his environment. Their feedback sends messages to him about his essential nature. If the feedback is positive, he will feel that he is accepted, loved, and respected and, as a result of this, he will develop a good self image. It is amazing how much one can accomplish when he views himself positively just as it is pathetic how little one can do when he lacks confidence in himself. A child's self concept is the most important determinant in his learning experience - if he thinks well of himself, he will be able to approach school with vim and zest. If he thinks poorly of himself, he will view school negatively as another place where he will not succeed; consequently, he will indeed not succeed Often this low self image is manifested by either disruptive behavior or withdrawal from the group.

This interpersonally derived view of self affects the nature of one's interactions with the world. The experience of success, the development of trust in others and its offshoot trust in oneself, and the existence of appropriate educational opportunities are all dependent on interpersonal contacts and are also determinants of cognitive functioning.

The problem for us is how to go about providing the optimum environment for creating positive self concepts in our students so that they will be able to derive maximum benefit from school and become fully functioning individuals. This task becomes more manageable if we first comprehend *general principles of learning, the components of the self concept, and the developmental features of the child.* Then *activities and educational programs* can be designed to utilize this philosophical and theoretical background. More is needed than telling the child that he is great or showing him pictures of himself. While these are vital ingredients for creating a positive self image, specific, concrete activities must be designed to encompass all the major factors contributing to a positive self concept. In other words, in the past we have tended to deal with isolated activities rather than a coordinated set of concrete activities.

General Principles of Learning

Most people in the helping profession agree that one's learning is a personal encounter; that the individual sifts out certain parts of the situation and accepts other bits of the "apparent" environment. In practice, however, classrooms have been organized as though learning is an imparted activity, and the purpose of the classroom is to give information to groups of students. Each person is treated as if he had the identical past experiences as those of his peers. It is easy to think of one's self as an orator rather than a facilitator.

Educational opportunities can be viewed as environmental and personal encounters. These encounters result in changes within the intellectual, perceptual, emotional, and physical structures of the organism. The nature of educational opportunities can be determined by examining the basic principles of change processes which occur within the natural environment of both the individual and the group rather than in a high stimuli controlled situation.

The determination of these change principles requires that the teacher closely examine the unique reaction of each individual to his life's encounters and to be careful about reaching conclusions based on the child's apparent external reactions. Each concept the individual has is a part of the total conceptual structure...each experience is assimilated and accommodated according to the total structure. No experience is received or remains in isolation.

Developing General Intelligence

Knowledge is a part of the characteristic which we call intelligence. Knowledge is an organized structure which varies in both quantity and quality from individual to individual. It makes possible assimilation and accommodation. Through this basic intellectual structure the organism is able to adapt information to itself and itself to information. The young child learns specific things as that the name for an object is "a pencil", "a table", and that you eat lunch at school. But with opportunity and time he also learns that the wooden pencil and wooden table have a common element and that they can be a part of the same group. He can learn to structure his own day in such a way that it is not necessary for him to be told when to eat and when to go to the bathroom. These are examples of general learnings and comprise the functional elements of intelligence.

In developing educational opportunities it it important to put the emphasis on the development of general intelligence. The crucial question is not what are the specific facts presented, but what opportunities are necessary for the child to acquire the general knowledges and understandings that allow him to go beyond the specific facts ... for him to organize and deal with new situations which might arise in the future. Accordingly the classroom must provide various encounter situations for the child to act upon objects and ideas in such a way that this general intelligence can be developed. These encounters must be experienced in an atmosphere which is relatively free from threat, where the individual knows that he has the support he needs to examine opportunities and choose from the alternatives without fear of being embarrassed or of being labeled a failure if he does not at first succeed. He must know that with effort he can achieve success and that both his peers and teachers are supportive.

Intelligence as Actions

According to the research of Piaget and others, basic intellectual structures are rooted in the sensory-motor adaptive actions and develop as these actions are coordinated. This research is the basis for the belief that intelligence is actions and that cognitive actions are necessary for intelligence to develop. Learning principles are based upon this very basic postulate.

The infant cannot perceive the difference between himself and objects. In The Origins of Intelligence (1952) Piaget explains how the infant's reflexes adapt to external objects and how action patterns, through which the child begins to recognize objects, are formed. As the organism assimilates and accommodates from its environment, the action patterns, or structures, are changed. As these structures are changed the needs also change and thus the actions are differentiated and/or combined in new ways. The infant then, comes to know a situation by acting upon it as he in fact is being acted upon and structures his space and time accordingly. The coordinated actions enable the individual to determine the relationship between objects and situations.

As the young child continues to encounter his physical world he acquires means-ends relationships, basic notions of problem-solving (such as look for a ball), and thus he begins to anticipate certain occurrences. Anticipation soon becomes a part of the adaptation process, and is a part of the coordinated actions. As the child acquires the ability to anticipate certain happenings, new coordinations are formed and as new coordinated actions occur new anticipations occur. These all give rise to expanded cognitive structure, facilitating the organism's ability to better adapt to the environment. Educational institutions should provide encounters which extend these actions. Teachers become persons who plan and provide the alternatives necessary for the development of the effect, i.e., the ability to move and to act upon things in the environment. As the child becomes more curious and explores the environment he enables himself to acquire advanced actions and operations. As the individual's behavior becomes more and more systematic, the quality of his cognitive structures will increase.

Piaget demonstrated in The Construction of Reality in the Child (1954) that it is through this activity or "play" that young children learn and therefore activity is a necessary part of the learning experience. The young child CANNOT internalize the encounter unless he actually acts upon the situation and in turn is acted upon. He cannot learn by being told ... he must have opportunities to "do it for himself". This notion of doing it for himself forms the basis for the principle that activity is an essential part in any learning situation. Activity does not, however, imply simply a physical action. It includes both the physical and intellectual encounter and requires the time to encounter physically and intellectually and to gestate the information. The organism must have the time to organize and restructure for itself and to test out the restructuring and organizational patterns being established. This includes testing perceptions out in other situations and with peers. It is through this testing-out with peers that the individual maintains a degree of reality and a common base for communication with his social world. Through testing-out, the child finds pleasure in learning and is therefore motivated to continue to explore and learn. Appropriate educational options eliminate the need for external gimmicks to motivate people to learn. The motivation occurs as a result of the restructuring and reorganization process.

Affective Development and Intelligence

It is also through this testing-out with peers and adults that the child becomes a social being. His cognitive structures include his ideas about morality, values, attitudes, sex roles, interpersonal relationships, etc... there is, in fact, such a reciprocal relationship between affective and cognitive development that one cannot differentiate the two. That is to say, as the child develops his cognitive structures, he forms the attitudes he has about the situation, and as he forms his attitudes his approach and avoidance behaviors are developed. If the encounter is a pleasant, successful one he will continue to approach similar situations and, therefore, his knowledge and understandings about such situations will be expanded. Likewise, if the situation is unpleasant and if he is not successful he will avoid similar situations and will not become knowledgeable about the situation.

Social collaboration between the children and the teachers is a necessary part of cognitive development, and the necessity of teamwork among the children is a major pedagogical principle. Children learn to coordinate different points of view by exchanging opinions and trying to resolve differences of opinions. They are forced to consider and therefore to go beyond their own egocentricity and consider the reality of another. Consequently, in planning the educational alternatives one must consider that:

1. Intellectual development is a function of the process of adaptation.
2. Intelligence grows as an integrated complete structure, and includes the total encounter situation where the experience occurred.
3. Affective and cognitive development are inseparable.
4. Children learn through coordinated actions and operations. It is therefore, necessary to have them experience situations where they extend actions and operations rather than learn to repeat specific bits of information.
5. Children organize and restructure for themselves ... they must then have appropriate options from which to choose and time to test out the information they acquire from the encounter.

Through these encounters the individual acquires his notions about himself and the world - we might say that it is through these encounters that his personal learning principles are acquired. For example, his own views of self (his self concept) will to a large extent determine his approach and avoidance patterns. The self concept then becomes one of the major concerns for the educator. When considering learning principles it is necessary to thoroughly understand what the self concept is and how a positive view of self is to be developed.

Components of Self Concept

The self concept is the way an individual perceives himself in relation to others and to the world. This perception of self is actually a composite of a variety of concepts, each of which deals with a different realm of experience in the life of the individual. A positive self concept develops when one views himself as a capable, fully functioning person and can realistically assess his strengths and his weaknesses in his various experiential contacts. If he feels that his essential core is accepted, loved, and respected by others and by himself, he will be a psychologically healthy individual.

The self concept is rather circuitous in nature. While one's experiences influence how he views himself, one's view of self also affects how he relates to particular experiences. Consequently, in order to assure the development of fully functioning, adequate individuals who can derive maximum benefit from life's encounters, one must structure initial personal and environmental contacts in a fashion which will be conducive to positive self awareness.

The interpersonal theory of Harry Stack Sullivan has given support to the fact that one develops his view of self from his relationships with others. One derives a concept of himself from the way in which significant others in his environment relate to him; their actions, emotions, and attitudes toward him provide the individual with cues of his worthwhileness as a human being. Even one's physical interactions with the world which also affect the self concept are interpersonally derived since one's physical environmental experiences, particularly during infancy and childhood, are designed, arranged, and structured by the controlling others around him.

Therefore, cognitive, as well as emotional encounters play a vital role in how one perceives himself and are dependent upon interpersonal relationships.

The realization that one's view of self exerts a critical influence on his physical, affective, and cognitive functioning accounts for the overwhelming concern among today's educators on ways of developing positive self concepts in their students. An inspection of early childhood and elementary school program descriptions throughout the United States reveals that the vast majority of the programs view the achievement of a positive view of self as one of their prime objectives. However, many fail to comprehend the fact that a positive self concept cannot fully develop merely by telling the child that he is wonderful or by bestowing affection upon him. Specific, concrete means must be devised for fostering the growth of a positive self concept in each realm of functioning. This can be achieved by those who are cognizant of general theories of learning and child development, as well as specific theories related to self concept development.

Since the teacher is the vital force in the classroom situation and since the major responsibility for the self concept development of her students lies with her, she needs to be aware of the above-mentioned theories. Any attempt to develop the self concept in the classroom is dependent upon the child's interactions with his teachers and his peers as well as with concrete meterials. All these interactions are highly susceptible to teacher influence. The teacher is a highly significant other for the child since he is responsive to the manner in which she relates to him and gleans messages about himself from her words, gestures, and actions. On a broader level, she is the major socializing agent on the scene; the teacher also sets the tone for one-to-one and group interactions by determining both the physical and emotional orientation for peer relationships. In addition, the teacher bears the major responsibility for arranging the child's cognitive exchanges with his environment.

The possibility of success is essential for any learning situation. The individual must feel that if he devotes his efforts to the acquisition of knowledge or to the solution of a problem, he will ultimately be able to successfully achieve his goal. The nature of the learning encounter which will result in success varies from individual to individual and even within the individual. New material must be optimally challenging to be of interest. On the one hand, if the material is too easy and the individual does not feel challenged, he will not be motivated to achieve the goal; apathy will result. On the other hand, if the material is too difficult, the individual will be frustrated when he attempts to achieve the goal. Apathy or hostility are common reactions to this form of frustration. However, if the material is optimally incongruent with the individual's present mental state; that is, if it is neither too difficult nor too easy, then the learner will be intrinsically motivated to attempt the task. Success is within the realm of possibility but effort must be exerted for its achievement.

The optimal size of the discrepancy between one's present mental state and what is to be learned can only be determined by the individual. The teacher must design several activities on several levels of difficulty which will all eventually result in the accomplishment of the same objective. The steps leading to the ultimate goal would vary in size. The child should be allowed to select the size of the step which will be optimally incongruent for him and will therefore keep him motivated until he achieves the final objective.

Matching the present state of the individual to what is to be learned or achieved is only one facet of intrinsic motivation. Both present interests and learning styles must also be encompassed by the activities. One subject may appeal more to one individual than to another. The same content can be taught but within varying general frameworks. One format of presentation or one kind of medium may appeal more to one individual than to another. Research has indicated that people possess certain preferences for the way in which material is presented. They may prefer one style of learning over another; some are analytically inclined and focus on the details of a situation while others are globally inclined and view the situation as a whole. Success can be achieved by every learner only when a wide variety of multi-leveled options are provided and the individual can select those which are best suited to him both by subject and by style of presentation.

Interaction, be it physical or personal, is essential for learning to take place. Neither the learner nor his environment can be passive. The learner must act upon the physical environment by play, manipulation, or exploration, be it physical or mental. The environment must change the mental structures of the learner for learning occurs only when mental structures are changed.

The learner must also interact with the personal environment. People convey values, opinions and attitudes which the child acts upon by analyzing and testing-out. His adoption or rejection of these values, opinions, and attitudes changes his mental structures just as he changes them to adapt to his mental structures. Also, at a later age, the individual acquires knowledge from verbal exchanges with others. In all these interactive instances, the child's mental structures are changed as he digests the material presented by the situation.

Self Concept Function

In addition to learning theories, one must also comprehend the intricate functioning of self concept formation. A positive self concept can be analyzed into several components, each of which plays its own unique, critical contribution to the final collective product. An inspection of the writings of many self concept theorists reveals a general consensus as to the crucial facets of a positive self concept. Involvement, success, adequacy, self evaluation and assessment, acceptance, trust, concrete experience, can-ness, relevance, creativity, and self-awareness are considered by many to be the contributory components of a positive self concept.

INVOLVEMENT: Involvement implies interaction, cooperation, and identification with others. Every individual needs positive interpersonal involvement with individuals, groups, and society in general.

SUCCESS: Success is the result of the accomplishment of realistic, reasonable goals. One feels good about himself if he is successful. He is also willing to attempt the unknown if he feels that the warmth of future success is within the realm of possibility.

SELF EVALUATION AND ASSESSMENT: One's ability to frequently evaluate and assess his own achievement enables him to perceive his progress and to set realistic goals for himself. In so doing, he is able to achieve these goals and then to set even higher goals, spiraling up on the ladder of success and accomplishment.

ACCEPTANCE: When an individual is allowed to express his feelings and in general feels free to be himself, he feels that he is accepted as is, that others like him with no strings attached. When value is placed on people and their feelings rather than on things,one also achieves a sense of belonging.

TRUST: Trust in others and oneself are critical to positive functioning. One must feel assured of both his own ability to make wise decisions and the belief of others that he can indeed make wise decisions.

CONCRETE EXPERIENCE: Firsthand, real experiences are vital for growth. Simulated, unreal activities are insufficient for true awareness and conceptualization.

CAN-NESS: It is essential that the individual view himself as a person who can do.

RELEVANCE: Personal meaning is vital to every individual. He must be allowed the freedom to explore what he deems important in his environment and to discover the meaning of each occurrence for himself.

CREATIVITY: Openness and flexibility are essential if one is to allow his creativity to emerge. The possibility of creative self expression provides the individual with confidence in himself and his ideas and thus enhances the growth of a positive self image. Natural uninhibited experiences which reach down into the essential core of the individual foster his creativity and provide him with a release which guides him away from those inhibitions that hinder positive growth of self.

SELF AWARENESS: Consciousness of one's physical and mental state enables one to realistically assess his abilities. Experiences which allow the child to see himself, others, things and ideas more accurately and realistically are critical.

Developmental Features of the Child

The third prerequisite to designing appropriate activities for enhancing a child's self concept is a knowledge of child development. While every individual is unique, general overriding characteristics can be discerned for children at a particular age level. The two developmental stages which concern the elementary school teacher extend from approximately five to eight years of age and eight to eleven years of age. One must understand that these age limits merely serve as broad indicators and are flexible. The teacher must analyze the function of each child to determine into which category he falls in general as well as into which category he falls in specific areas of functioning.

The nature of the learner at each of these two stages can best be described by an inspection of the theories of Harry Stack Sullivan, Erik Erikson, and Jean Piaget. Sullivan brings to light the kinds of interpersonal contacts which will enable the child to develop a positive view of self. Erikson inspects the conflicts which arise as the child learns his role in society and which he must resolve in order to view himself as adequately functioning within society. Piaget analyzes how the child thinks and the nature of the cognitive encounters which significant others must design for the child in order to enable him to view himself as a capable, successful individual.

The description below of children from approximately five to eight and eight to eleven years of age represents an attempt to combine the theories of these three psychologists into a general picture of the child at each of these two stages. The understanding which the teacher can gain from this description will help her to meet the needs of each of her pupils and thus to foster the growth of a positive self concept in every individual.

Five to Eight Years

Since the onset of this stage usually coincides with the expansion of social contacts, the child of five to eight years of age is considered to be a prime candidate for socialization. This child no longer spends most of his day at home with his mother and perhaps some siblings. He is now placed in a more or less formal educational setting, responsible to new authority figures such as the teacher and interacting with an expanded circle of peers. It is now incumbent upon him to learn both the rules for proper social interaction and his differing roles in a variety of social contexts.

Ego support and praise are critical. This child's relations with adults must be accepting, affectionate and approving. An egocentric orientation demands assurance that he is nurtured and protected by others and that he is their sole major concern. The acceptance and approval of his peers is sought as he forms close friendships one at a time and models himself after his peers. His expanded social horizons loosen his egocentrism and imaginary playmates cease to be creations from fantasy and begin to take on the form of realistic imaginary playmates like himself.

In the early elementary years, the child can be heard talking to himself and telling himself what to do. This form of egocentric speech reflects the language abilities at this stage; language is used for personal meaning and significants are formed strictly by personal significance. The use of restricted meanings for words results in an inability to sustain two-way mutual communication with others and, therefore, in an inability to maintain long periods of group cooperation.

This child is in the process of developing his vocabulary and discovering what words mean. Concrete experience with objects which the words represent builds vocabulary. As he gains experience, he can soon distinguish between words, pictures, and toys and the real objects they symbolize. By manipulating and playing with these various kinds of symbols, he forms mental pictures of the objects and his language becomes more consistent in meaning with language of the adult.

The logico-mathematical formations at this stage reflect the child's concentration on one element or one person at a time (usually himself). Experience is viewed as momentary, unconnected states of being, and reasoning proceeds from particular to particular. The focusing on one element at a time results in the formation of perceptual judgements. The child of five to eight years can adequately comprehend only one variable at a time. Since he is attentive to limited amounts of information and cannot think of several aspects of a situation simultaneously, one must not expect nor demand accuracy in his conclusions. This child must independently manipulate objects and become actively engaged in what he is learning, regardless of the accuracy of the conclusions which he draws.

In essence, he cannot reverse his thinking processes. Accordingly, he cannot understand part-whole and hierarchical relationships,nor can he return to his point of origin and retrace his steps. So,too, does he think in absolutes. No gray area exists in the interim.

One must not demand logical thought of this child but rather must provide him with the opportunity to engage in mental activity by acting upon actual objects. The consistency of this mental activity with respect to adult mental activity should not be sought or taught. Provision of

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[illegible] nd forth between

his views and the views of others. Genuine cooperation for the successful completion of a task is a product of his improved communicative abilities and his previous socialization experiences.

Firm, supportive adults are both needed and wanted by the child at this period. Adult and child structured or supervised activities are desirable since at this time children tend to form groups which include only some and, therefore, of necessity exclude others. An understandable structured situation of leader and led encourages consensual validation of personal worth. Since peer evaluation is viewed seriously, adults should help to direct group formations and understandings to avoid great psychological injury to some children. In addition to group intimacy, eight to eleven-year-olds also tend to seek a close relationship with a peer of the same sex - chums and gangs are highly common. This is due to the social structure in our society (i.e., Boy Scouts, etc.) and must not be ignored.

The language of this child reflects the expansion of his social world. "We" replaces "I" in his talk, and egocentric speech is submerged below this surface, being transformed into socially accepted inner formations. Mutual communication with others becomes possible as constant universal meanings to words are accepted. However, work and discussions which involve strategies of inquiry and information processing must be related to the real and the tangible.

"Physically" and "concretely" are adverbs which aptly describe how this child interacts with his environment. Recognition is achieved by production. Pleasure is derived from the use of tools and from the development of physical and manipulative skills. Industriousness is one of this child's attributes. The child at this stage is eager to produce and to use tools.

Many are the benefits of the avidness of this worker. Comprehension of both subject matter and the workings of objects is achieved by concrete manipulation.

The achievement of operational thought is a major turning point in the individual's cognitive development. He is now capable of the mature logicomathematical reasoning of the adult, with one restriction: His cognitive maturity is limited to the concrete. He is incapable of operationalism when abstract problems are presented,and,of course,his experiences are limited; therefore, his synthesis is based on limited opportunities.

Nevertheless, on the directly observable level, he can now reverse his thought processes, consider several variables simultaneously and comprehend part-whole and hierarchical relationships, among other things. His learning capabilities are immensely broadened as he develops the ability to generalize from one experience to another. One no longer need present every situation in exact detail since this child can deduce from one situation to the next. Generation of simple, creative solutions is within his powers. However, he applies a trial-and-error approach to solving problems and cannot predict in advance what will be the results of his experiments.

The play of the eight to eleven year-old reflects both his cognitive and his affective needs at this time. As he expands his social horizons and is able to appreciate the feelings and ideas of others, he enters into group activities and games with fervor. Genuine cooperation and competition are sought. Games with specific rules which govern the behavior and interaction of the players, and which are often uniquely created for each game, are manifestations of his desire to indicate his maturity and his ability to socially collaborate with others. However, he often does not remember all the rules of the game and considers those which he knows to be immutable. While this may result in problems with his peers, he nonetheless needs to experience group games and activities.

The newly achieved operational thought is reflected in the character of the games which are played during this period. Unlike the simple games such as "Ring Around the Rosie" of the younger child, the games of the upper elementary child are of moderate complexity and often require concrete reasoning abilities.

This child views physical activity as an end in itself and will usually play until he is thoroughly exhausted, when he is allowed to. Recognition is sought from these athletic abilities and also from productive abilities.

APPLICATIONS

The question now arises as to how the teacher can successfully apply the above knowledge of learning, self concept formation, and development in order to facilitate the acquisition of positive self concepts in her students. Each of these theoretical topics can be transformed into practical suggestions to serve as a guide for application for the elementary school teacher.

Every teacher must adapt the general principles of learning to the specific needs of her students. The determination of what will be a success experience is dependent upon the individual child's developmental level and learning preferences. However, these learning principles can be translated into general application principles which the teacher can utilize as she devises learning experiences for her students.

Vary Levels of Difficulty

In order to assure the proper match for every child, the material to be learned must be presented in several levels of difficulty. Some activities should be designed to gradually lead the child in small steps up to the final goal. Others should encompass varying sizes of steps, all the way up to one which would appear to be a leap from one step to the next. One child may only be capable of biting off small bits of information at a time while another may be so adept in this area that he would be bored if he were not allowed to extend himself to the highest objective at the outset. The mental state of any two individuals is never exactly the same.

Once the teacher has designed activities on varying levels and progressing in diverse increments, she must then attempt to assure that she can encompass divergent interests within these activities. Generally, interesting topics can often be woven around the basic concepts to be taught. Every child can learn these same concepts but in a form interesting to him if the teacher so designs the activities. For example, measurement concepts can be learned in cooking or in building or in discussing traveling,among other things. The child can then select the topic which interests him the most.

Use Children's Learning Styles

An additional concern in devising activities is to find ways to present them which will appeal to the stylistic preferences of the learner. One child may prefer a programmed text while another may find that he can learn the information best through a tape or some other audiovisual aide. One child may prefer to progress from detail to detail while another may prefer to be aware of the general structure of what is to be learned. However, each must test his understandings against the others and therefore positive transactions are imperative.

In designing these activities, the teacher must attempt to assure that she is providing for interactive experiences. The child must not be allowed to be passive during his learning encounters. If the activities involve concrete objects, they must encourage the child to manipulate and explore them. He must do something to them so as to change his present mental structures. If the activities involve people, the child must actively interact with them. He will not be able to retain information over a long period of time when he has gained it from passive exposure.

Sitting at his desk with his hands folded listening to the teacher rattle off information is insufficient to enable him to change his present mental structures on a permanent basis.

Therefore, the teacher's task in designing appropriate activities is certainly great. She must provide for varying levels of difficulty, interesting and diverse content, divergent styles of presentation, and personal or physical interaction within these activities. The task appears to be monumental,but once she has begun to build a repertoire of successful activities as well as an exchange system with other teachers, the task will appear to be less formidable,and she will soon see that it is well worth the effort. While the preparation time is extensive, the teacher will find that her classroom experiences are more relaxed, enjoyable and rewarding.

Classroom Organization Suggestions

The utilization of the above format for activities requires a special kind of classroom organization. In order for this approach to be successful, the child must be allowed to select those activities which are appropriate for him. He must personally regulate the work which he does,for only he knows what is optimally challenging, what is interesting, and what is consistent with his learning preferences.

A flexibly organized classroom is essential. Every child must have the mobility to seek out learning experiences which are appropriate for him. Individuals, pairs, small groups, and large groups are all familiar scenes in this kind of classroom and the child has the option to select the format he deems best for himself.

Many teachers are wary of this "open classroom" approach since they fear it can lead to pandemonium. This can certainly be the case if a teacher merely plops her students down into such an arrangement, tells them to do as they please, and does not provide a vast array of appropriate activities. However, the teacher who follows the above principles of learning will not be faced with such a problem. First, although the child has freedom and mobility within the classroom, his liberties are restricted. He must choose from among teacher-designed alternatives each of which has a specific pedagogical goal in mind in a human-orientated environment. He will learn a pre-determined curriculum, but the way in which he learns it will be sufficiently flexible to meet his particular needs. Second, the teacher must keep a watchful eye on each of her students to assure that he is choosing options which will be optimally challenging and to assure that he does not neglect any content areas because they don't appeal to him. The tone must be set by the teacher, and her ever-present guidance is essential.

The teacher will now find that her teaching encounters involve more pleasant, personal, one-to-one interactions with all of her students. The child's independent acquisition of knowledge frees the teacher to rotate from child to child, interacting with each in a personal manner and helping those who need assistance. She now becomes a facilitator of positive self concepts.

An inspection of the various components of the self concept also reveals the possibility of providing the teacher with general suggestions for application in the classroom. The teacher should design activities and experiences which will encompass all of these components. All the components can rarely be combined in one activity. However, the total classroom experience should provide for each component at some time.

Below are some specific suggestions for experiences which will encompass the critical components of the self concept:

INVOLVEMENT: Games and other activities which foster cooperation and identification with others are a good means of assuring involvement. Experiences should be designed which require the child to interact with his peers as well as with the teacher. For example, one option could involve one child responding to questions posed by another child.

SUCCESS: The teacher must guide each child to experiences containing goals which are reasonable and realistic for him. Allowing the child to personally regulate his selection of activities will usually result in success. The teacher should provide ample opportunity for every child to share his strengths, whatever they may be, with the rest of the class.

ADEQUACY: The child will feel that he is an adequate person if he is not constantly placed in a position where he must compare his achievement to that of others. He should be measured against himself and no one else. Games with winners and losers should not be overstressed.

SELF EVALUATION AND ASSESSMENT: Allowing the child.to select those options which appeal to him provides for self evaluation and assessment. However, this may not automatically emerge in all children, and the teacher should attempt to guide those who need introspective direction. Clear statements of objectives and the prerequisites necessary for the successful achievement of these objectives are essential.

TRUST: The teacher who allows her students to select those learning options which they prefer conveys her trust in them and judgements which they make. This feeling that they are trusted to work independently will generate further trustworthiness.

CONCRETE EXPERIENCE: Concrete activities where the child can manipulate objects are important. Whenever possible, the child should play with real objects rather than with toy copies and he should view first-hand the actual functionings of nature and society.

CAN-NESS: Individualized instruction with its flexible organization allows children to group and regroup according to their interests and needs and enables each child to seek out what he can indeed do. Accurate, realistic goals which are within the child's capacity enable him to see himself as a person who can.

RELEVANCE: Allowing the individual to select those activities which he prefers attaches personal meaning to his learning experiences. Joint planning with the teacher assures that he will be exposed to those situations which are relevant to him.

SELF AWARENESS: Audio-visual aides are an excellent means for helping the child to see himself more accurately. This is often the major focus of many self concept building activities.

CREATIVITY: Poetry, art and music are some aspects of creative expression. Within every content area the child should be allowed the flexibility and freedom to express himself.

Each of the above components is essential for the successful emergence of a positive self concept. Understandably, some overlap with the general principles of learning since good learning situations will result in good feelings about oneself.

The general principles of learning as well as the component factors in the self concept must be kept in mind when one develops activities for any specific age level. The discussion below describes the classroom environments of the five to eight-year-olds and the eight to eleven-year-olds. These environments are specific to children of these ages and are designed to facilitate the emergence of positive self concepts.

Classroom Environment - Five to Eight Years

acceptance
trust

A warm supportive teacher is critical to the age development of the five to eight-year-old. Perhaps because he is now just beginning to venture out away from the security of his mother into a wide range of social contacts, this child needs other adults who will ease the transition by being accepting, affectionate, approving, and protecting just as his mother has been. The future academic attitude of this child is highly colored by his first school experiences; he will often generalize from his contact with one warm, supportive teacher to a view that all teachers are supportive. Certainly, the reverse is true as well. A teacher who fits these qualifications will provide the child with ample opportunities to verbalize his feelings and to see alternate ways of dealing with them. She conveys the message that she likes the child and that she wants to understand him and help him cope with his new socialization experiences.

adequacy
relevance
self evaluation and assessment
success
involvement

An understanding teacher will create an environment in which the child can do his own searching and learning. She plans the opportunities for him to encounter the unknown in an atmosphere of known. Activities at varying levels of difficulty and in differing modalities make possible success for all children. The teacher should also design activities which enable her students to participate successfully with children of varying abilities in all content areas. Homogeneous grouping may have its value at times, but, for the most part, it causes unnecessary and harmful academic and social barriers among children. All children can and must learn from each other. Fluidity of relationships in the classroom is compulsory.

concrete experience
The classroom should have vast arrays of objects which vary in color, shape, and size as well as function. The teacher should attempt to have only one attribute variable at a time. The object should require some manual and digital
can-ness
dexterity. Materials which help the child to explore his own physical abilities and to learn skills are desirable. Since this child has improved his balance and equilibrium and can successfully use his large muscles, he enjoys activities which involve jumping, running, climbing, and skipping.
can-ness
Also, projects which allow him to work to a satisfactory finish with others and to make things cooperatively are beneficial to his growth.

The symbolic function of language is expanded during this period. The classroom teacher should allow the child to
creativity
illustrate his ideas and feelings symbolically while at the
concrete experience
same time providing him with varieties of objects and concrete experiences to help him internalize words. In essence, the
relevance
child needs to be able to use known language effectively while learning additional skills.

Since the younger elementary child reasons from particular to particular, he asks questions for the purpose of obtaining
acceptance
specific answers. The teacher must understand this feature and answer his questions accordingly. Also, the nature of his questioning ability requires materials and objects in the
relevance
classroom with which the child can find answers to specific concrete questions. He must have opportunities to test out

concrete experience representative and symbolic thought while having the concrete
objects to return for verification. Simple sequencing, clas-
sifying by one variable, and making one-to-one correspondences
are among the concepts in which these concrete materials should
provide practice.

acceptance Corrective discussions which direct the child's incorrect
conclusions about the world into the proper channels and
trust which provide the child with reasons for why things are
the way they are, help him to explore and to develop an
understanding of environmental possibilities. The teacher
is a crucial sounding board for the newly-developed concepts
of the child and as such should display openness to his
suggestions and she should attempt to redirect rather than
involvement to criticize incorrect conclusions. Active participation
with wide varieties of people as well as parallel and small
group play expose this child to situations which can expand
awareness his conceptual development. Activities which heighten his
awareness of himself as an individual and as a member of
society help him as he progresses away from egocentrism.

creativity Wide varieties of props and costumes such as household
items and old clothing should be easily accessible in the
classroom. By acting out various roles, the socialization
process is facilitated. In addition, encouragement of
verbalization fosters the child's language development and
his perception of problems.

The teacher can help the child at this age to solve a
concrete experience problem creatively by providing concrete problem solving

experiences. Whenever possible the teacher should attempt to develop the component skills of the creative problem solving process: fact finding, problem finding, idea finding, solution finding and acceptance finding.

Classroom Environment - Eight to Eleven Years

self evaluation and assessment
self awareness

success
relevance
trust
acceptance

The teacher must help the eight to eleven-year-old child to realistically structure his environment and then to follow his self-imposed structure. Appropriate options for learning areas must be made available; the teacher serves as the child's guiding force for considering both options and the consequences of the options selected. The child is allowed the freedom to select from within the teacher-designed structure which includes only those options which the teacher deems to be beneficial to her students. She must convey to her pupils her concern for each by focusing on their positives.

involvement
acceptance

The expanded capabilities for social interactions which occur at this stage make group work highly profitable and enjoyable. The upper elementary child's opportunities to interact with others should include both structures and non-structured group situations. At times the teacher may decide to group the children according to a specific plan while at other times she may allow the children to select their own groups. Regardless of the plan it will be discussed with the children and they too will understand. Activities where cooperation is critical to success positively direct social interactions. Competition should be modified to allow for individual differences.

concrete experience
can-ness
adequacy

Tasks which allow the child to take apart and rearrange his environment are desirable. The eight to eleven-year-old enjoys manipulating objects in order to discover how they fit together and what makes them work. Gadgets should be plentiful in the classroom. So too, this child both enjoys and benefits from concrete laboratory experiences of physical, chemical, and social causality. In addition, the teacher should devise multiple activities for the development and extension of basic attack skills.

self awareness
involvement
concrete experience

The use of multiple means of communication must be encouraged at this stage. Speaking, discussing, debating, writing, reading, and acting are all relevant. In addition, this child still needs opportunities to test out his ideas in a logical way while having the concrete objects available to check his symbolic thought if needed.

self evaluation and assessment

This child is capable of much deeper logico-mathematical thought than he was previously. He can now consider several variables at a time and can generalize from one experience to another. Activities with open-ended alternate answers are suitable.

success

This child must use his mental operations by constantly attacking new problems. However, the teacher must be highly cautious to structure the problems so that failure to solve them does not automatically label the child as a failure. He must be able to check his own solutions, both right and wrong in a totally supportive environment.

involvement

relevance

Games of moderate complexity that require concrete reasoning ability are a good means for engaging this child in group activities. While he enjoys rules games, the eight to eleven-year-old may create rules just for the particular game that he is playing. However, whenever the teacher presents a rule, she must make the reason for the rule clear to the child. Continuing opportunities to discuss the intent of rules and one's feeling about them are important at this stage.

creativity

This child still needs creative problem solving exercises which provide concrete problem solving experience. He can now combine the component skills of fact finding, problem finding, idea finding, solution finding and acceptance finding as he seeks a creative solution to a problem.

SUMMARY

These theories, descriptions, and applications can be utilized to develop specific activities for improving the self concepts of children. Self concept building is not a subject like arithmetic or reading; it must permeate every activity and experience of the child throughout the school day. Appended are come concrete examples of self-enhancing activities for the elementary school child. The educator cannot overemphasize the importance of providing optimal conditions for the child to have confidence in his own ability to cope with new and contradictory situations --- to develop a child who is sure of his ability to control his own destiny.

APPENDIX A

SUGGESTIONS
FOR
BUILDING SELF-CONCEPT

1. If a child is working on a problem that is too difficult for him or that is new and at the time he can not solve the problem, do not give him the answer but ask him a "cue" question which would then lead him to solve the problem himself. A teacher should encourage children to do the same thing but realize that young children can not analyze problem situations to the degree necessary to arrive at a solution in this manner.

2. Give children as many open-ended problems as possible such that there is more than one correct answer. For example, rather than asking what is 5x4, the question may be asked "how many different ways can we find 20?"

Activities

For the Inadequate Reader:

1. Have the child tell a story into a tape recorder (Cassette recorders are marvelous for children). Later the teacher or volunteer parent writes the story as the child told it (no changes are made to correct grammar or usage). Let the child illustrate his story. Then let the child listen to the recorder as he reads the story so he sees the words while hearing his own voice.

2. Arrange with the kindergarten teacher for some of the slow readers to read stories to the kindergarten children. Allow the reader to select the story he would like to read and practice reading that story. (The slow readers could help each other by listening to each person read his story before reading it to the kindergarten. They could work in parts).

3. After the child learns to read a story correctly, he can be asked to read it to a group of children in his class.

4. Have a child read a book; when he comes to a word he does not know, allow him to substitute a word that fits in and continue reading. The teacher should make a test of the words the child misses and teach them to him out of the story situation.

5. Have language arts games in a place in the room so that any time a child finishes his work, he can work on the games on his own.

Activities Encouraging Active Expression:

1. Vary ways that the child can play a game. For example, Baseball - a child who can't hit the ball with the bat can have the option of catching, then throwing the ball, rather than batting it.

2. Allow children to choose from a list of activities, the ones they wish to participate in for two days during the week: at least those two days they will be successful.

3. In teaching rhythmic act. . . do things that are very active from beginning - don't talk about the instrument or demonstrate. Get the children active immediately - stop at interims to work on skills.

APPENDIX B

PROTOTYPE OF ACTIVITIES

Objective: To feel good around grown-ups.

Activity: Invest in grown-ups as persons activity. To confront perceptions such as "cops are cops and not persons," have class talk to police, doctors, principals, about things they like to do instead of solely about their jobs.

Activity: Relating to older children activity. Provide a new source of support for children to invest in by having older children tutor younger in basic skills.

Objective: To enjoy building and creating things.

Activity: Ideas to Use For Promoting Creativity.
Equipment--Large cardboard box or any materials that can be used to fabricate television or movie sets.
Method--Using a fabricated television or movie set as the basis for teaching is extremely effective. When children are told they will produce a TV show or a movie interest in the unit is heightened. Sufficient assignments can be made to permit all pupils to take part. For example, several youngsters may be assigned to work on the task of making the television or movie set. They can use a cardboard carton and two bamboo poles or broomsticks. The front of the carton is cut out, holes are punched in top and bottom on each side to permit insertion of poles. The majority of the students can be assigned the job of making the TV or movie script. Each is given a specific picture to draw. For instance, if the unit is concerned with transportation, each child is asked to draw a different picture of a mode of transportation past, present, or future. The same techniques can be applied to any unit of study. The presentation is rolled up on one of the bamboo poles or broomsticks, preferably the one on the right as you view the screen. As the left hand pole is rotated, the film strip unravels across the screen from right to left and is taken up on the left hand

spool. During the lesson as each frame makes an appearance on the screen, the movement of the strip is stopped and the illustration is discussed by the child who drew the picture.

Objective: To understand the emotions Happy and Sad.

Activity: Method--Discuss happiness and sadness with the children and the facial expressions that go along with each. Arrange the children in a semi-circle. Ask the children to look at the persons sitting next to them to see if the face is happy or sad. Ask one of the children to "put on" a happy face. The others should look at his face and tell how they know he is happy. Label this expression a "smile" and ask the children to suggest some things that make them happy.

Choose another child to "put on" a sad face and ask the others to describe it. Label this expression a "frown" and discuss the things that make us sad or unhappy.

Variations: 1) When the children seem to understand the differences between a smile and a frown, pass out small hand mirrors and ask the children to look at themselves as they make smiles and frowns. Ask them to notice how their faces change when they change expressions.

Objective: To like doing things for the first time.

Activity: Integrating old and new actions.
Equipment--File cards
Method--On file cards write out several simple directions for doing old and new things such as: 1) walk to the door; 2) tap three times on the door; 3) throw the ball through the hoop; 4) walk around your chair two times; 5) look through the telescope. Directions on each card should differ and the number of directions and difficulty are determined by the ability of your class to read directions and retain their meanings. Divide the class into two teams. A member of the other team must follow the directions exactly as stated. If he followed the directions exactly, he scores a point for his team. If he misses any one of the directions, point goes to the team which is reading.

Objective: To feel good about the school setting.

Activity: Study the school.
Materials--Cardboard, paper and pencil
Method--Much can be done in the vicinity of the school building to encourage children to feel at ease. For example, take students on an observation walk around the school. Each child lists things which he hears or sees while walking, such as a bird whistling, a car engine starting, a door closing, and the wind rustling in the trees. When class members return to the classroom they can work together in composing a chart. Each child will list sounds and sights to see if his findings are confirmed by other students. If you have a tape recorder you can record particular sounds the next day, play the recording for the children, and have them decide what made the sounds. This technique can be made into a game by dividing the class into teams.

Objective: To like active expression (playing, singing, sports, painting, dancing).

Activity: Me and My Shadow
Equipment--Lying mats
Method--Pair off children. Have one designated as slow mover and the other as his shadow. The shadow tries to match exactly the movements of the other child. Movements must be made slowly to be copied. Experiment with a variety of movements. This game is for hyperactive, imaginative children of all ages.

Activity: Geometric Figures
Equipment--Scissors, cardboard, blackboard and squares containing geometric figures.
Method--Children first see figure on blackboard and then cut it out of cardboard and find it on the proper square. When finding the proper square the child can see how many things he can do to it. Hope on it, run around it, jump over it. He also can count sides of corners on both figures to check accuracy. The handicapped child can throw a bean bag into the proper square. This game is for normal children ages 3 through 7, retarded children ages 6 through 16, handicapped children of all ages, but specifically those of normal intelligence 4 through 7 years old.

Objective: To feel adequate developing basic academic skills.

Activity: Using Comic Strips Via Projection To Teach Writing.

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Equipment--Prepare a transparency by first clipping a comic strip from the newspaper and blocking out the narrative contained in the balloons with opaque white paper. The comic is then reproduced on the transparency material and the finished transparency is projected.
Method--Comic strips with words omitted can form the basis of creative writing experiences. The comic strip is an effective aid in teaching narrative type exposition. Students can experience knowledge in writing direct quotations, in paragraphing when speakers change and in combining description with direct quotations. As the lesson progresses the class can write a story in paragraph form based on a comic strip. The mechanics involved in this type of writing should of course be explained beforehand since comic strips without narrative are nondescript and open-ended. Pupils can let their imaginations run rampant. This game is good for children in grades 3 through 6.

Activity: Find the Sum
Equipment--Number squares containing numbers and arithmetical signs. For example, equal, addition, subtraction, division and multiplication signs.
Method--Using the squares children are verbally told the name of a sign and must find it by jumping into it on the grid. Discussion should continue to define the operation or operations indicated by the sign.
Modifications--Advanced children can continue on and jump simple addition and subtraction problems. Example, 2+2=4 by hopping the appropriate squares or they can act out operations by using blank squares and carrying them apart or together when adding or subtracting operations are discussed. This game is for normal children 6 through 12 years of age, retarded children 7 through 15 years of age, and handicapped children as capable.

Objective: To enjoy group participation and other children.

Activity: Working with Puppets
Equipment--Materials to make puppets. For example, those of the stick type may present characters that are cut out and painted on paper and then tapied to stiff cardboard. Another type of puppet can also be made from paper bags. The character's face is drawn on one side of the bag and the back of its head on the other side. The bag is loosely stuffed with crumpled paper to give it body. The puppet is manipulated by the hand.

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Method--Students who are shy when speaking before an audience will often speak up clearly and without inhibitions if they are hidden. Puppet shows permit this and eventually give shy students confidence to address groups in person. The table turned on its side makes an adequate stage. Youngsters hide behind it and elevate the puppet so that only the puppet is revealed to the audience. Scripts for a show can be taken from a book or from original writings by students or teachers. This game is good for children grades 3 through 6.

Objective: To enjoy reading.

Activity: Read and Act

Equipment--Blackboard, flash cards containing sentences, verbs or verb phrases, letter, word or number squares, ball

Method--A card is flashed and then the child must act out the phrase or word. An observing child checks the appropriate nature of the movement. Example, run, jump, draw a circle, jump on a cat, hop on an A. If the child is correct he may become a teacher, drawing a new card. The child previously flashing the card becomes the performer. Procedure may be used with groups of three or more children, one a card flasher, the second an observer scorer, and the third performing the movement.

Modifications--Competition may be set up between teams of children. Correct or incorrect scores determine the total team score. The game can start with an act. Example, running and then an attempt can be made to find the appropriate word. This game is for normal children 7 years or older, retarded children 8 years or older, handicapped children of all ages with modifications.

Objective: To feel comfortable with elements of the physical world (animals, flowers).

Activity: Teaching Ideas that Make Learning Fun

Making a Garden--An interesting and educational opportunity involves making a garden using egg shells and egg cartons. Let the students separate the cartons with paint or color them with colored paper. Paste the egg shells in the cartons and fill halves with soil. Plant seeds in each half and label it with the name of the child who's designated as caretaker.

Objective: To enjoy listening to others.

Activity: Reflective Listening.
To see how others perceive things and to receive the inputs nonjudgementally. Listen carefully to others as they describe something that gave them a good or bad feeling. Can you think of similar experiences that made you feel that way? How can you show that you care how someone else feels? How can students help one another feel better?

Objective: To increase sensitivity towards the feelings of others.

Activity: Sharing of Feelings
To become aware of one's own feelings and talk about self.
We seem to get closer when we feel with one another. One way to begin to feel closer is for each to share something that has happened to you recently that gave you a good feeling and/or one that gave you an uncomfortable feeling. Another way is to share what students feel good or bad about as they play out some role. What does it feel like to be left out?

Activity: Happy Pictures
Method--Ask the children to draw pictures of things or people that make them happy. Compile the drawings and let the children develop an experience story. Point out to the children that the things or people that make them happy are things or people that they love or that love them. These things give them a sense of security.
Variation--1) Let the children find pictures in books or magazines that they think represent love and security.
2) Develop a unit on the family in which you discuss the love and security a family offers.
3) Discuss God's love for us as His children and the type of security we find in Him.

APPENDIX C

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Objective: To increase one's understanding of self. To increase sensitivity towards the feelings of others.

Teacher Task: Focus on the good qualities in your colleagues. Keep a list of these good qualities for each of your fellow teachers. Point out these positives to the specific teacher and express them with the other teachers working with her.

*Keep these lists and bring them to our next session.

Student Task: Discuss with the class the concept that we all have good and bad points.

In the discussion ask them:

a. Think of the good things about your best friend. (Who may or may not be in this class.)

b. Does your best friend do anything that you do not like?

Point to bring out: We all do things that others don't like, but we all do some things that people like.

Also ask:

1. How do you feel when someone tells you good things about yourself? Bad things?

Task: Give students a list of all the students in the class. Ask them to write the very best thing they can think of about each person.

Objective: To like doing things for the first time.

Teacher Task: Example--Counting with the Base 6.

Give teachers "pencil & Paper" problems using the Base 6. Then allow them to use blocks to solve the problems.

--The problems are difficult to solve on paper, but simple when using blocks. (This is how children experience doing things for the first time.)

Example--Me and My Shadow activity

Have someone demonstrate modern dances to the teachers. "Encourage" them to try the dances. The teachers can suggest activities that can be done on this format in the classroom.

Objective: To feel good around grown-ups.

Teacher Task: A. Invite some key supervisory people to attend meeting and work with the teachers.

Examples 1. On a project.

2. Or, inducing anxiety in the teachers-discussing these feelings.

B. Parents--invite parents to come to the meeting to work on a project.

Example--Community project, school project (open house, fair).

Discuss: Adults are power figures to children.

(How did working with your supervisors or talking to them make you feel?)

Student Task: Teacher invites parents or community helpers into the classroom to work with the students on projects which produce concrete results.

Examples--Valentine's cards or baskets for an old-age home or an orphanage.

Objective: To increase one's understanding of self.

Teacher Task: Example--Me & My Shadow exercises--Why can some people do these certain exercises and others cannot. What do you feel when you do these exercises (your muscles stretch, etc.)? Why can't persons who are growing old do these exercises?

How does your body chemistry change? Can discuss body odor and the use of deodorant. Physical cleanliness and how it makes you feel.

(Use relaxation activities.)

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Objective: To feel adequate about personal characteristics (clothing, hair, physical appearance).

Teacher Task: Ask teachers to participate in a "People Show." The M.C. should point out the good attributes of each teacher, not necessarily clothing (pretty smile, clean hair, dancing eyes, graceful walk, proud posture).

Talk about what it is you like about people (on first sight).

Student Task: Have "People Shows" in individual classrooms at first. May combine classrooms later on. No need to prepare kids for the people show in advance--avoid emphasis on fashion show and emphasis on looking special "Tuesday."

Point--Teacher should make a point of looking at each child on the day of the "People Show" to insure that she has something good in mind to say about each child. (Positive transfer may occur to classroom atmosphere.)

Activity: Example--Clean Hair(shine)--different hairdos are "in" today so that what your hair style is doesn't really matter--you look nice with any style that you take time with.

ATTACHMENT E

CLASSROOM MANAGEMENT PRACTICES

Creating a Positive Classroom Atmosphere

Certainly a general atmosphere of openness, flexibility, trust, acceptance, warmth, freedom of thought and words, awareness, and success are necessary in achieving a positive self-concept. Yet all these terms can be so vague. This project goes beyond them and devises specific practices and activities for enhancing the development of managing the affective atmosphere.

Teachers usually desire to be positive and supportive in their interactions with students. More often than not, however teachers are unable to maintain a positive atmosphere in their classroom. In our educational systems the emphasis in classroom management is often catching a student when he is doing something wrong and reprimanding him. As a result of this negative atmosphere the child often focuses on the negative aspect of the classroom. Since the major emphasis is on punishment he is not aware of the positive feedback given him.

The problem for educators is how to go about providing positive atmosphere for creating positive self-concepts in our students so that they will be able to derive maximum benefit from school and become fully functioning individuals. This task becomes more manageable if we consider the aspects of the learner's experience which contribute to the total development of a positive self-concept. Activities and educational programs which skillfully provide for each of these aspects will create individuals who view themselves as totally adequate, fully-functioning people. These are the things the teacher can capitalize on while managing the class:

1. Experience - Experience can be divided into two parts.

    (a) Concrete expereience: Concrete activities where the child can manipulate objects are an important aspect of the thought process of the young child.

(b) Real experience: Whenever possible, the child should play with real objects rather than with toy copies and he should view first hand the actual functionings of nature and society.

2. Can-ness - The possession of skills and knowledge creates a feeling of can-ness in an individual. He knows that there are certain things that he can do.
3. Involvement - Games and other activities which foster cooperation and identification with others are essential to the development of trust in oneself and others as well as mutual need.
4. Reinforcement - Respect, trust, and acceptance by others (both peers and non-peers) positively reinforce the individual's view of self.
5. Evaluation and Assessment - The opportunity to frequently evaluate and assess one's achievement enables an individual to see his progress and to comprehend that development is a fluid process which constantly changes. He sets goals, determines when they are reached, and then sets higher goals.
6. Creativity - Openness to experience, freedom to engage in fantasy and "pleasantly crazy" activities create an essential trust in one's own organism.
7. Esthetic Peak Experiences - Natural, uninhibited experiences which reach down into the essential core of the individual foster his creativity and provide him with a release which guides him away from those inhibitions that hinder positive growth of self.

8. System of Values - The society must provide a system of values by which the individual can assess his actions.
9. Personal Meaning - Relevance is vital for all of us. The individual must be allowed the freedom to explore what he deems important in his environment and to discover the meaning of each occurance for himself.
10. Accurate perception of self and others - Experiences which enable the child to see himself, others, things, and ideas more accurately and realistically are critical. Audiovisual aids are an excellent means for this kind of feedback.
11. Success - Reasonable, realistic goals must be set for each individual so that he will be able to experience success.
12. Flexibility - Teaching must be flexible to meet the constantly changing needs of every individual.

Classroom Organization Suggestions

The utilization of the activities suggested, herein, requires a special kind of classroom organization. Listed below are teacher suggestions and behaviors which we believe will be useful for managing an affective classroom:

PROVISIONS FOR EXPERIENCE

1. Allow plenty of time for the child to act upon things. This helps him to structure his own learning. Provide time to about academic matters. Discuss words and concepts.
2. The teacher lists on the chalk board or wall chart questions which arise in group discussions. Everyone searches for information on one or two questions or individuals choose questions which especially interest them. Pictures as well as printed material can be gathered by the teacher and pupils

for information sources. Individuals share their information in group discussions planned for a certain time. The children can hunt for pictures in science and social studies books which help to answer group or individual questions. Place tags and pages or fill out a form which gives reference information. Children can also study picture prints to gather information on a class problem or gather books which contain information on a research problem.

3. Simple sequencing, classifying by one variable, and making one-to-one correspondences are among the concepts in which concrete materials are plentiful.
4. Comic strips with words omitted can form the basis of creative writing experiences.
5. Provide plenty of problems to confront and personal responsibilities to carry out. Problems that have multiple answers are useful.
6. Brainstorming with teacher and child should produce many ideas for useful games. Let the children make the rules.
7. Games with a pattern of play that require players to start at a given point and progress toward the finish by answering certain questions, is another good way to get children to organize their information into sensible questions with brief answers.
8. Song, dance, painting, clay, music, arts and crafts should be utilized whenever possible.
9. The younger elementary child reasons from particular to particular. He asks questions for the purpose of obtaining specific answers.
10. Children should never be forced to participate. Islands of retreat (places where children can withdraw from the group) should be accessible.

PROVISIONS FOR CAN-NESS:

1. Individualized instruction with its flexible organization allows Children to group and regroup according to their interest and needs and enables each child to seek out what he can indeed do.
2. Vary ways that the children can play games. For example, Baseball - a child who can't hit the ball with the bat can have the option of catching then throwing the ball rather than batting it. Allow children to choose from a list of activities, the ones they wish to participate in for two days during the week: At least those 2 days they will be successful.
3. Focus on what a child can do well; classify those activities he can not do as well as "new" or "unfamiliar" activities rather than activities in which the child is "bad."
4. Be cautious to structure the problems so that failure to solve them does not automatically label the child as a failure. Learning tasks that have multiple options for achieving the goal are desirable.
5. Whenever possible, the children should make objects that they can use, enjoy, and be proud of.
6. Each individual should be encouraged to delve into an area which is of particular interest to him and to share his knowledge with the class if he so desires.
7. A child's sense of his body is greatly enhanced if he conquers space and gravity by climbing a ladder of jungle gym, walking on a rail, stepping from one block to another, ascending a sloping board, or using a slide or tetter-totter.

PROVISIONS FOR INVOLVEMENT:

1. In teaching rythmic activities ... do things that are very active from beginning - don't talk about the instrument or demonstrate. Get the children active immediately - stop at interums to work on skills.

2. Encourage children to manipulate and explore concrete objects.
3. The teacher should design several activities on several levels of difficulty which will all eventually result in the accomplishment of the same objective. The steps leading to the ultimate goal would vary in size. The child should be allowed to select the size of the step which will be optimally congruent for him and will therefore keep him motivated until he achieves the final objective.
4. Criteria for games:
    - (a) Game must be fun to play.
    - (b) Game must have rules.
    - (c) Game should be able to be played at home.
    - (d) Child must learn from game.
5. Uncompleted stories, pictures or events often inspire children to want to complete what was started.
6. Idea: Carefully break down a process into explainable steps. Divide the class into several groups and explain this process to one student from each group. These students become mini teachers. Groups are given bonus credit or recognition if everyone in that group understands the concept after being taught by a mini teacher. Groups are rotated on a regular basis and eventually every student becomes a teacher.

PROVISIONS FOR REINFORCEMENT:

1. The teacher who allows her students to select those learning options which they prefer conveys her trust in them and judgements which they make. This feeling that they are trusted to work independently will generate further trustworthiness.
2. Homogenous grouping may have its value at times, but, for the

most part, it causes unnecessary and harmful academic and social barriers among children. All children can and must learn from each other. Fluidity of relationships in the classroom is compulsory.

3. Idea: Somewhere in the room have a picture board with pictures of every child in the room doing some activity that they enjoyed.
4. Focus on the good qualities of your students. Keep a list of these good qualities. Point out these positives to the specific student.
5. Bulletin boards are good for reinforcing individual accomplishments.
6. Teacher can prepare and leave on the table a booklet that has space for individuals to write their discoveries and sign their names. This information can later be organized according to topics or categories suggested by the children. The children can write or draw on forms headed "My Science Discovery" observations of globe, magnet, magnifying glass, plants, human anatomy model, steam, missle model. Keep a record of all the discoveries made by members of the class in the science discoveries book. The children can also fill in a shadow stories book which shows the date, time and observation which tells the object and length of the shadow measured. They can also make a calendar of the month with the design or the original drawing for each month. They can keep a weekly record of the weather or temperature using symbols for weather conditions.

PROVISIONS FOR ASSESSMENT:

1. Allowing the child to select those options which appeal to him provides for self evaluation and assessment. However, this may not automatically emerge in all children, and the teacher should

attempt to guide those who need introspective direction. Sometimes clear statements of objectives and the prerequisites necessary for the successful achievement of these objectives are essential.

2. One's ability to frequently evaluate and assess his own achievement enables him to perceive his progress and to set realistic goals for himself. In so doing, he is able to achieve these goals and then to set even higher goals, spiraling up on the ladder of success and accomplishment.
3. Allowing kids to make their own quizzes gives them experience in using numbers and develops feeling of self-worth.
4. Have each child keep a personal graph or portfolio. Give him an option on at least some of the data to be graphed.
5. All responses can be accepted by either agreement or understanding.
6. Score Cards are designed to appeal to boys even though most girls will probably want to participate too. The purpose of the board is to give students aplace to record progress in say reading books.

   If the board is being used by an individual, he may compete against himself. Any word analysis exercise from a workbook or those developed by the teacher could be used. As the student works each exercise, he moves his players say from one base to another. Each error can be counted as a strike, with three strikes constituting a point for the team (which is the student playing since he is competing against himself).

   This board gives the student an added incentive for practicing his word analysis skills by recording runs for three exercises completed correctly. In this way he gets immediate feedback and regard without waiting until he has finished a page.

PROVISIONS FOR CREATIVITY:

1. To provide a freer atmosphere for original expression, a special table of odds and ends (papers, scissors, paste, tape, etc.) were arranged next to the supply cabinet. Here children, especially those who were introverted or insecure, were able to sit and construct anything they liked. They were encouraged to create any new form or design they could think of. Some who never had the courage to try anything before produced art work of great sensitivity. All items created were placed so the other children could see their work on the bulletin board.

2. Bulletin board space can be reserved for children to use to share the results of their researching. Stimulating captions can be placed on this space, such as, what we see at night; things we know about water; how the sun helps us; music all around us; good health habits for everyday; color combinations that I like; what we know about gravity. The teacher encourages the children to make their contributions to the bulletin board as they discover answers. Illustrations with captions make bulletin boards attractive and require the children select the main idea of their study to share with others. The children can look in books to find answers to the questions on the bulletin board, interview people who have information on the topic, prepare illustrations which give answers, write captions or short descriptions to accompany the illustrations, place their contributions on the bulletin board, study the bulletin board to find out what others have found out about the topic, suggest new questions to be placed on the research bulletin board and when it is time to change the bulletin board some children might make the information into a book that could be placed

in the library room.

3. An independent activity that can be in process all the time is the making of scrapbooks. Books can be developed around school subject areas of special interest or a variety of topics that may be of interest to the child. The children can use common categories for selection, such as dogs, dogs for pets, show dogs, wild dogs, funny people, famous people, people I like, tools, handtools, power tools, levers, pulleys. Or, they may take personal interest choices such as airplanes, airplanes long ago, modern planes, future airplanes, families, family homes, places of family origin, seasons, seasons in the southern hemisphere or they may compose a book of "All About Me," showing the family, things I like, my pets, my school, my friends, my favorite TV program, what I want to be, dreams, and my feelings. They may illustrate their favorite songs, books, things that fly.
4. Using a fabricated television or movie set as the basis for teaching is extremely effective. When children are told they will produce a TV show or a movie interest in the unit is heightened. Sufficient assignments can be made to permit all pupils to take part.
5. Creative works can be written up in newspapers, hung from the ceiling on hangers, or talked about on recorders, or photographed with Brownie cameras.
6. Compile a Book of Class Humor. Have each child (if he wants to) write a funny story, poem, rhyme or riddle. Draw a funny cartoon or cut one out of the paper.

   The teacher can contribute, too!
7. Teacher can develop a series of slides which children could view (with small viewfinder) - and create a story about the scene on the slide.

The story can be recorded on a tape cassett (by the child) and replayed at anytime by the child or other children in the class.

PROVISIONS FOR PEAK EXPERIENCES:

1. Create an Interest Inventory to see what your students like. Results from this inventory can aid in planning future units with the help of those students in your class who have interest in a particular area. Also keep a list of things each kid can do well.
2. Provide a new source of support for children to invest in by having older children tutor younger in basic skills.
3. Idea: Each student begins a selected project. After a specified time interval, the students switch projects and they finish someone elses work. This idea is also appropriate for story writing. The purpose is to appreciate the wholeness of tasks and the building upon the works of others. Prizes or awards can be given to team efforts.
4. A teacher of low-achieving class was particularly concerned about the lack of teacher-pupil verbal interaction in this classroom. In order to provide opportunities for the class to want and be willing to respond verbally with others, 35 minute brainstorming sessions were held. The rules of brainstorming were discussed and written on the chalkboard. These were:

    A lot of ideas generated (fluency).

    Withholding judgement because all ideas are, for now, good ideas.

    Hitchhiking on other's ideas.

    Do not discuss or criticize---------just throw ideas out as fast as you can think of them.

5. Idea: Writing stories for younger children to read. Have the slower readers read to kindergarten children or work with first graders who are having problems with reading. Allow students to work in pairs on some exercises (try to pair a better student with a poorer student).

6. Take a few minutes to compose a rhyme using a child's name. Example: My name's Hue, I like blue. If child's name is too long use a nickname. Avoid negative characteristics. Encourage children to make up rhymes of their own.

7. Pen pals in foreign lands stimulate insight into how others live and offer peak experiences.

8. Idea: Have students create a classroom flag or choose a class mascot.

9. Charades provides a way to link subject matter to a peak experience. Example: Historical events, stories from literature or scientific discoveries.

PROVISIONS FOR VALUES:

1. Idea: Discuss with the class the concept that we all have good and bad points.

   In the discussion ask them:

   Think of the good things about your best friend.
   (Who may or may not be in this class.)

   Does your best friend do anything that you do not like?

   Point to bring out: We all do things that others don't like, but we all do some things that people like.

   Also ask:

   How do you feel when someone tells you good things about yourself? Bad things?

2. Idea: Keep a list of suggested topics or situations such as:
   * Child brings home good report card.
   * Child brings home bad report card.
   * Child caught stealing by his sister.
   * The first day of school.
   * The president comes to "town".
   * How to train your dog.
   * How to buy groceries.
3. Discuss feelings by presenting pictures or short story of an incident occurring between two children. Example:
   * One child spit on another.
   * What do you do if this happens?
   * What if you were the boy who was doing the spitting?
   * Why did you do it?
   * What do you think should be done to you?
4. Idea: Responsibility in the classroom can be promoted by creating a list of jobs in the classroom. Construct a wheel - the inside circle being the job, the outside circle being the children's names. Turn it each day or each week. Two or three students may share jobs which promotes working together.
5. Teachers who think little of themselves convey that philosophy to children. Development of the teacher's self concept is an important part of developing student self esteem. These concerns make interesting discussion topics in inservice meetings.
   * You can't give something you don't have.

- Be more gentle with yourself, know thyself but don't take it too seriously.

- If it's worth doing it's worth doing well (do you think that's really true).

- Every child is motivated.

- Is it better for a kid to take a cheap shot at you than for you to take a shot at him.

- Never forget what it is like to be a child.

- Non-promotion is counter productive.

- Spend time on what they are rather than what they are not.

PROVISIONS FOR PERSONAL MEANING:

1. Idea: Somewhere in the room you have a picture board with pictures of every child in the room doing some activity that they enjoy. Brownie cameras are inexpensive.
2. If you have enough activities kids want to do fewer discipline problems will occur. Keep lists of what each kid likes.
3. While the teacher serves as the child's guiding force for considering both options and the consequences of them, allowing the individual to select those activities which he prefers attaches personal meaning to his learning experiences.
4. Every child can learn most concepts in a form interesting to him if the teacher so designs the activities. For example, measurement concepts can be learned in cooking or in building or in discussing traveling, among other things. The child can then select the topic which interests him the most.
5. Idea: Use class time each day or a few days a week to have children bring in articles of concern or human interest articles.

PROVISIONS FOR ACCURATE PERCEPTION:

1. When an individual is allowed to express his feelings and in

general feels free to be himself, he feels that he is accepted as is, that others like him with no strings attached. When value is placed on people and their feelings rather than on things, one also achieves a sense of belonging.

2. Idea: The "I AM" Exercise. Have children write on a sheet of paper 20 "I am's". They then placed the papers in the center of the room in a scrabbled pile. Then they tried to guess who was who.
3. In addition to group intimacy, eight to eleven-year-olds also tend to seek a close relationship with a peer of the same sex - chums and gangs are highly common. This is due to the social structure in our society (i.e., Boy Scouts, etc.) and must not be ignored.
4. Eleven-year-olds may create rules just for the particular game that they are playing. However, whenever the teacher presents a rule, she must make the reason for the rule clear to the child. Continuing opportunities to discuss the intent of rules and one's feeling about them are important at this stage.
5. Idea: Create an activity book on "What makes me feel good."

PROVISIONS FOR SUCCESS:

1. Success can be achieved by every learner only when a wide variety of multi-leveled options are provided and the individual can select those which are best suited to him both by subject and by style of presentation. Activities at varying levels of difficulty and in differing modalities make possible success for all children.
2. One child may only be capable of biting off small bits of

information at a time while another may be so adept in this area that he would be bored if he were not allowed to extend himself to the highest objective at the outset. Several levels of difficulty are desirable.

3. Success is the result of the accomplishment of realistic, reasonable goals. One feels good about himself if he is successful. He is also willing to attempt the unknown if he feels that the warmth of future success is within the realm of possibility.

4. Idea: Take a game - modify it in such a way that each child can play it easily. Example:

   Kickball - divide the children into teams. Give the children the option of kicking a ball which is rolled to them or a stationary ball. Rather than using the "3 out" rule, allow each child a chance to kick and score according to how many children get home.

5. What can the teacher do to help promote a healthy self-concept? The following are some of the things which are possible:

   * select something good about each child--a real something. Tell him about it, and call the attention of others to it.
   * include children in decision-making.
   * insure that each child takes responsibility for what he is willing to do.
   * encourage role-playing.
   * encourage physical activity, especially in boys.
   * make use of each child's individual abilities for the benefit of all. Use all children as resources for each other.
   * encourage children.
   * show children's work without "good" or "bad" judgments.
   * encourage children to describe and to use their feeling responses rather than moralistic judgments.

6. Our role as teachers in building a healthy self-concept requires that we avoid doing anything that will result in a child feeling--

   * inferior
   * confused, bewildered, fearful
   * ashamed of his family, race, or other personal characteristics
   * that adults are unreasonable or impossible to please
   * that nobody likes, cares about or understands him
   * that he's a failure
   * that we expect too much
   * that he is in the way or unimportant
   * that new experiences are devastating

   To this end, we don't:

   * laugh at him or belittle him
   * shame or publicly admonish him
   * tease, threaten, or frighten him
   * point out his shortcomings or unfavorably compare him with others
   * set goals beyond his ability

   And that we do all the things that help a child feel:

   * that he is an important and a worthwhile person
   * that people accept the most important aspects of him
   * that he can cope with most situations

PROVISIONS FOR FLEXIBILITY:

1. The teaching encounters should involve more pleasant, personal, one-to-one interactions with all students. The child's independent acquisition of knowledge frees the teacher to rotate from child to child, interacting with each in a personal manner and helping those who need assistance. She

now becomes a facilitator of positive self concepts.

2. A flexibly organized classroom is essential. Every child must have the mobility to seek out learning experiences which are appropriate for him. Individuals, pairs, small groups, and large groups are all familiar scenes in this kind of classroom and the child has the option to select the format he deems best for himself.

3. A concern in devising activities is to find ways to present them which will appeal to the sylistic preferences of the learner. One child may prefer a programmed text while another may find that he can learn the information best through a tape or some other audiovisual aid. One child may prefer to progress from detail to detail while another may prefer to be aware of the general structure of what is to be learned. However, each must test his understandings against the others and therefore positive transactions are imperative.

4. Be Patient: It took a long time for schools to get to where they are today, and it will take a long time to make major changes. Those who believe we can change education overnight are as erroneous as those who think we can never make changes.

5. Be Intelligent: Know the issues, prepare the terrain, and aim at manageable and obtainable goals. At the point of issue, be superior to the opponent.

6. Be Resourceful: There will be times when the humanistic teacher must act alone or in small and isolated groups. Keep in mind that a very small force, by concentration on a given point or issue, can win victory over vastly superior opposition.

7. Be Conservative: Futile stands are seldom helpful. Conserve

your energies, avoid battles of attrition, and remember that everybody can't do everything all the time. The humanistic teacher, like the guerilla fighter, may seldom win, but should never lose.

Attachment F

SELF CONCEPT ACTIVITY PACKAGE--
ACTIVITIES MATCHED TO AFFECTIVE OBJECTIVES

compiled by

METRO COOPERATIVE EDUCATIONAL SERVICE AGENCY

for

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"The Self Concept--Instructional Objectives, Curriculum
Sequence, and Criterion Referenced Assessment"

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OBJECTIVE 1: TO FEEL GOOD AROUND GROWNUPS

Activity 1

"HAVE YOU EVER THOUGHT ABOUT FADS, WHERE THEY COME FROM, HOW LONG THEY LAST, AND WHY?" This was an interesting question asked to stimulate curiosity and fluency. The class made a list of all the fads that existed when their parents were their same age. Parents helped the children in recalling fads 25 to 30 years ago and old magazines, newspapers, and catalogs were likewise referred to. The class was asked to figure out if there were common reasons for fads in both generations and why. A better understanding of human behavior resulted as the class became inquisitive and realized the importance of self expression in any generation.

Activity 2

Invest in grown-ups as persons activity. To confront perceptions such as "cops are cops and not persons," have class talk to police, doctors, principals, about things they like to do instead of solely about their jobs. Community helpers can also discuss their jobs.

Activity 3

Poor sixth grade readers who were not motivated to want to read better were sent to a second grade class to act as tutors and read individually with slow second grade readers. A buddy system during each weekly reading period was devised by pairing off a sixth grade boy with a second grade boy, etc., to help the younger child with reading problems. A great deal more confidence was established in the older pupil and more positive self concepts about wanting to learn to read better resulted.

Activity 4

Cut pictures out of magazines of adults in different situations. Discuss with the children such questions as "WHAT DO YOU THINK THIS ADULT IS SAYING?" "WHY?" "WHAT IN THIS ADULT'S PAST MAY HAVE CAUSED HIM TO ACT THIS WAY?" (Exp. Picture shows an angry adult lecturing a child. Maybe someone hit the adult's car this morning; maybe he lost his favorite tie; maybe he has broken three glasses today, etc. - How did these things affect his reaction to the child?) "WHAT MIGHT CAUSE THIS ADULT TO BE UPSET TODAY OVER SOMETHING THAT DID NOT UPSET HER YESTERDAY?"

Activity 5

Cut out pictures and divide children into small groups:

a. Have them role play what they see in the pictures.
b. Each group role plays for the rest of the class (if they want to).

Activity 6

An imaginary government was designed by the class to take care of the

Activity 6 - Cont'd.

needs, solve the problems, and to control law and order in this classroom. Such a government was to be comprised of the best traits and characteristics of other governments (elected officials, open meetings, citizen participation), but also be innovative and different in meeting the needs of its people. As the unit proceeded, field trips were taken to the city hall, local government officials were invited to help the class, interviews were held with presiding government representatives, and library research was conducted. From all this information and data, the class selected, on the basis of their own criteria, those best qualities of government. Where there were gaps or deficiencies they set about designing other qualities to make their imaginary class government as realistic and unique as possible.

Activity 7

Teacher invites parents or other persons in the community into the classroom to work with students on projects which produce concrete results. Valentine or other cards can be made for persons in an old-age home or orphanage. After making cards, students may benefit from going to the old-age home or orphanage to distribute them.

Activity 8

One class organized a parade through the community. The parade consisted of descriptions of projects the students were involved in.

Activity 9

Set up a life-like situation in the classroom.

Grocery store - Children may enjoy constructing the store; making up ads, learning prices (to label food which can be pictures from magazines or drawn by students). Divide the class into areas - grocers, fruit department, meat department, can goods, etc.; cashiers, stockroom managers, and consumers.

This activity can encompass many academic skills:

reading (ads, articles on grocery stores)

writing (interviewing persons in positions at a local grocery store to find out what their responsibilities are)

math (prices, totals, taxes)

health (science) - consumer plans a grocery list including all foods necessary for a balanced diet. (Interviews with a dietician may help or the children's mothers).

Activity 10

Find out children's interests and suggest community persons who share those interests - discuss interviewing (types of questions scheduling appointment for interviews, etc.). For younger children - groups of two or three can interview school staff (exp., principal, secretary, dietician, custodian).

Activity 11

Since the beginning of the school year, a task force of parents, teachers and school staff has been working on improving school atmosphere through livening up the physical appearance with creative wall displays in the corridors and hallways. The displays were expected to be an effective means of school-wide communication and also of making the halls more beautiful and interesting. By displaying publicly things that individuals and classes are doing, everyone will have a better feel for what is happening throughout the school and community. This should break down individual and class isolation and develop class, school and community spirit. It is also a way to encourage verbal and pictorial communication of all kinds and help build reading and creative expression into the environment.

Classroom Territorial Responsibility for Corridor Displays

a. Each class will be assigned a portion of wall space in the corridors and staircases of the main building.
b. The room number of the class will be placed on the wall space.
c. Each class will be encouraged to decorate its wall territory as it desires. It is suggested that the territory be used for student, teacher and parent displays (both individual and group efforts). Student displays could include individual art work; examples of individual written work; group murals, photo displays; magazine or newspaper displays; quotations, slogans, ideas, concepts, etc. Teacher and parent displays could represent personal, individual work and interests and/or school and community related things. Non-teaching personnel would also have assigned wall space to use as they desire.
d. Displays would be mounted on existing bulletin boards and mounting strips as much as possible. Displays mounted directly on the walls should be with materials that do not damage the walls.
e. The entire wall, from floor to ceiling, should be considered for display. (Help will be provided for mounting things at the upper heights).
f. Teachers are encouraged to use the display project as a point of departure for developing planning and problem solving skills in children through joint discussion and action planning; e.g., brainstorm with them uses of the wall space (brainstorming involves freeing up ideas, getting out as many ideas as possible with discussing, evaluating or worrying about feasibility or wording; it is blue-skying; the objective is quantity - number of ideas, and participation - getting everyone's ideas out). Discuss advantages and disadvantages of different ideas. Develop alternative plans. Get

Activity 11 - Cont'd.

a consensus on which one to follow. Implement the plan and evaluate periodically progress and results.

g. Parents should be informed of project and encouraged to participate by giving ideas, contributing displays of their own, helping to mount displays and sitting in on class discussions.

Activity 12

Children are grouped according to what they express (through inventories or class discussions) as being of crucial importance to them. Invite a community person, for example, an X-football player, to lead the groups in role playing situations. The teacher can work with the "leaders" to devise activities which relate to what the children expressed interest. These activities should be designed to insure success for each child in the group (using open-ended topics - with no right or wrong answers).

Activity 13

To help children understand adult behavior through Role Playing, discuss with the children such questions as "What do you think this adult is saying?" "Why?" "What in this adult's past may have caused him to act this way?" (Exp. Picture shows an angry adult lecturing a child. Maybe someone hit the adult's car this morning. Maybe he lost his favorite tie; maybe he has broken three glasses today, etc. How did these things affect his reaction to the child?) "WHAT MIGHT CAUSE THIS ADULT TO BE UPSET TODAY OVER SOMETHING THAT DID NOT UPSET HER YESTERDAY?"

Activity 14

Set up a situation where two children are throwing water on each other. Ask the students questions such as, "WHAT ARE THE DIFFERENT WAYS IN WHICH A TEACHER CAN REACT TO THIS SITUATION?" "WHAT IS THE BEST WAY TO HANDLE THIS SITUATION?" "WHAT MAY CAUSE THE TEACHER TO REACT IN A MANNER WHICH WE DON'T CONSIDER 'BEST FOR THAT SITUATION'."

OBJECTIVE 2: TO ENJOY BUILDING AND CREATING THINGS

Activity 1

"Pass Along Pictures" were made into exciting adventure stories. Each child started with a sheet of paper and one crayon of his or her favorite color. They were to use their imaginations to draw anything they wished for one minute at which time the teacher rang a small bell. At the sound of the bell the children were told to pass their paper to the next child to their right. This process was repeated six times and the teacher asked them to add on to the picture as many details as they liked to make it exciting. At the end of the sixth "pass along" each child was to prepare and tell a story about the final picture. After many stories were told, each picture was returned to its original starting position and the children became very excited when they saw what had happened to their pictures.

Activity 2

The process of elaboration was discussed - the ability to construct a more complex object or organization from a simplified form or idea by adding detail. The teacher pointed out how many objects we use or see daily are built around a simple square (shown on chalkboard). Such things as a box to a Volkswagen have been produced as an elaboration upon this basic form. Then the children were asked to use the square form to draw an elaborate production of any object they wished. They were told to use their imaginations and add as many details as possible to make the object as interesting as they could. This teacher found the boys in the class to be better elaborators than the girls.

Activity 3

A short biographical sketch of the early life of a famous writer (like Hans Christian Andersen) was read to the class. The teacher stopped reading the biography at an appropriate place which would not identify the person and asked the class to write a paragraph or two about all of the different things that might have happened to this person later on in his or her life. These were to be ideas which might lead to success and happiness for the person. Several suggestions were made as:

a. The boy, not accepted by society, wandered about until he became a circus clown. Life was very happy from then on.

b. Immediately upon leaving home, the boy became an apprentice to a famous writer. The precocious young lad produced many widely acclaimed compositions, the most famous of which was a story about a very wealthy king. At the age of seventy-five he died and his writings became very famous.

c. He obtained a position as a publisher, but realizing the need for formal education, he resigned and entered school. After college he was able to finance his own private publishing house. His children's stories were so widely accepted that he soon became a millionaire.

After the writing period, the teacher finished reading the biography and the character was revealed. Students were to compare their own success stories about this person to the actual life of the person. A discussion followed which led the class to an appreciation and better understanding of traits and characteristics of many creative individuals.

Activity 4 - Hold up a sponge - Ask questions

Examples:

a. WHAT IS THIS?

b. WHERE HAVE YOU SEEN IT?

c. HOW IS IT BEING USED? (wash dishes, car, bathtub, sink, wash body).

d. WHO USES IT?

e. HOW DOES IT WORK?

f. WHERE DOES IT COME FROM? (man-made or natural)

Then - HAVE YOU EVER USED A SPONGE?

HOW DID YOU USE IT?

Then - INTRODUCE A NEW WAY TO USE SPONGE - SPONGE PAINTING.

Also - TALK ABOUT WHY NOT TO CUT UP MOM'S SPONGE UNLESS SHE SAYS IT'S OK.

Example: HOW WOULD MOM FEEL IF YOU CUT UP HER SPONGE?

Activity 5

The purpose of this exercise is to emphasize the importance of the shape rather than the type of material used in construction. The students are allotted ten sheets of paper and some tape to make their constructions. Examples of building projects are: Build a platform that will support two books at least six inches off the floor (use of cylinders). Build a bridge between two desks that will support a book (put lots of fold in the paper).

Activity 6

The class had studied a unit on homes comparing houses of "yesterday and today". From this the teacher suggested they might design a house which they thought could possibly exist 100 years from now. They were asked to try to plan a very original type of house to draw a picture of it and color it using color combinations of "tomorrow". Their drawings were displayed in the form of a unique and far-out mural called "Dream Houses." The children enjoyed planning and drawing new ideas about homes of the future.

Activity 7

The children were asked to close their eyes and to "dream" about something. Following this they were given paper and asked to make a picture depicting their "dream" on paper. Then they were to give their picture a title.

Activity 8

The children were discussing the newspaper and its functions. Because the discussion occurred during the Thanksgiving season, the teacher asked, "USE YOUR IMAGINATION AND PRETEND YOU WERE A PILGRIM AND YOU DECIDED TO BE THE FIRST NEWSPAPER PUBLISHER IN THIS COUNTRY. WHAT WOULD YOU WRITE ABOUT, WHO WOULD BUY IT, ETC."" The children had to recall information about their study of the pilgrims, they formulated reasons for publishing a newspaper in America and were able to make inferences from their knowledge about the pilgrims and newspapers.

Activity 9

The class discussed and listed all the things a circle (drawn on the chalkboard) could be. Then a pair of circles was drawn (doughnut fashion) and the list continued. Each child was given a sheet of colored paper and three notebook rings and asked to create an interesting picture by placing the three gummed notebook rings anywhere they pleased and to add lines and colors.

Activity 10

We set out to explore the problems and cost of building a home. After stimulting discussion of the kind of home we wanted, climate, location and type of land required; we set a limit for its cost. This proved to be an excellent way for involving children in analysis, prediction, verification and decision making processes. An unexpected interest was generated in arithmetic. We had been working with multiplication for a short time and the children were delighted to have a functional use for it now. They also developed a deeper understanding of the requirements and skills needed to build a home and of the economics involved in planning for it.

Glorious Designs

Equipment - arrange a table with some bits of string at least 10 inches long from small pieces of a sponge in various shapes and two spools of thread, small wooden blocks of various shapes, soda straws, feathers, or anything else you might have. Example: carrots cut into chunks.

Method - Sometimes it can be fun to pretend paint brushes when there aren't any. Put some tempara paint about the consistency of rich cream in broad flat containers such as foil pie tins. Let children experiment with the materials you have given them. By dipping them in paint and then pressing or dragging them over pieces of paper cut in at least 9" by 12" sizes, this might be manilla drawing paper but it could also be wrapping paper from grocery bags, newspaper or cardboard.

Activity 11 - Contruction of Mosaic Pictures

Equipment - Boxes containing strips of colored paper, colored salt, sand, leaves, dry cereal, feathers, beans, rice, crushed egg shells or dyed various colors, etc.

Method - The teacher collects material that can be used in the construction of mosaics. The children may construct mosaics to satisfy their ideas. The ideas may be related to units of study or the stories that they have been reading. But, they need not be related to any current study in the classroom. A group mosaic may serve the same function as an individual mosaic.

OBJECTIVE 3: TO LIKE DOING THINGS FOR FIRST TIME

Activity 1

Pair off your children so that one is designated as a "slow mover" and the other as the "shadow". The shadow tries to match exactly the movements of the other child. Movements are made very slowly to be copied. This technique is especially appropriate in learning the skills of baseball or of dancing. Students who already possess skills such as how to swing a bat can be the slow mover and children without the skill can be the shadows.

Activity 2

The boys and girls had been asked to use a crayon to do their drawings, but some of them expressed a fear to proceed without first using a pencil which could be erased. We had been playing "supposing games" such as "suppose the clock forgot to tick", etc. So we decided to play the "supposing game" with the thought "Suppose all our pencils were lost today; what would we do?" The children were encouraged to take a chance and try using crayons to write with. This was met with eagerness, as this was a game familiar to them and they thought it fun. Their stories, arithmetic and drawings were done with crayon that day using unlined paper. They found they could change their habits and develop confidence in using a different instrument to write with by thinking through first what they were going to do since the crayon could not be erased. They made decisions as to when it was best to use a pencil and when to use crayons.

Activity 3

A story about "Harry the Explorer" was told to the class. The story made up by the teacher was about how brave Harry was when he found and entered a cave, and how he dared take the risk of not getting lost or frightened. After the story and a discussion of how courageous Harry was, the teacher asked the class to write their own story about a mysterious situation they might find themselves in which would cause them to take risks.

Activity 4

The teacher put pairs of antonyms (hard-soft, black-white, etc.) on a large flannel board. The words were written on large red hearts which were cut in the board. It was titled in large red letters across the top half and scattered about "Mend My Heart." The teacher gave no directions or explanations about the lesson. Instead the teacher told them to make a guess and wonder what they were to do. After they had figured it out each child could work on the board. As the children came forward they matched the correct half of each heart together to form the appropriate antonym. Those children who had the courage to expose and defend their own ideas before the class were the greater risk takers.

Activity 5

Children were shown a box that the teacher had prepared. Inside the box was a bubble pipe and soap. On the outside there were clues to help the children discover what was inside (pictures of soap, water, rainbox, pipe). The teacher said, "I have something inside this box. The pictures on the outisde will help you guess what it is. I will tell you one thing about it, it is something to play with and if you guess what is inside, you may play with it." This lesson helped children to be curious and willing to make guesses between the pictures they saw on the outside will help you guess what it is. I will tell you one thing about it, it is something to play wth and if you guess what is inside, you may play withit." This lesson helped children to be curious and willing to make guesses between the pictures they saw on the outside and their own verification of what was inside the box.

Activity 6

We reviewed the journey of astronauts into space and discussed recent Apollo flights to the moon. We imagined what it would be like to be preparing for a trip to the moon. The teacher asked, "How many different kinds of things can you list that you would choose to put into the pocket of your space suit if you were going to the moon?" Each child decided how many kinds of things he would wish to take and gave a reason for taking them. Some of the ideas were:

Camera
Midget
Pet
Worm
Flashlight
Food
Book
Stuffed Toy
Blanket made by great-aunt
Mouse

Activity 7

To allow children to guess and defend their own ideas, one teacher asked each class member to estimate distance before actually measuring them. They were asked to estimate the length of a desk, the height of the ceiling, one side of the room, the distance of the water fountain, etc. Then these distances were measured. The degree of accuracy of the estimate compared to its actual measurement and how children defended their own guesses required greater risk taking on the part of some children.

Activity 8

These were some questions with a little different twist that one teacher found most effective in stimulating children to grope for new insights and to discuss or write about:

What might a hat say to a hatrack?
When do ghosts have the most fun?
What if cows had gizzards instead of stomachs?
How many kinds of explosions are caused by people?
Think of all the meanings there are for the word "check".
If you were an elephant what would "big" mean to you?
Think of all the things that are stored in...cans, bottles, tubes, boxes, etc... and in what else?

Activity 9 - Working with Puppets

Equipment - Materials to make puppets. For example, those of the stick type or cartoon characters that are cut out and painted or colored and then stapled to stiff cardboard. Another example, puppets can also be made from paper bags. The character's face is drawn on one side of the bag and the back of its head on the other side. The bag is loosely stuffed with crumpled paper to give it body. The puppet is manipulated by the hand.

Method - Students who are shy when speaking before an audience will often speak up clearly and without inhibitions if they are hidden. Puppet shows permit this and eventually give shy students confidence to address groups in person. The table turned on its side mades an adequate stage. Youngsters hide behind it and elevate the puppet so that only the puppet is revealed to the audience. Scripts for a show can be taken from a book or from original writings by students or teachers. This game is good for children grades 3 through 6.

Activity 10 - Integrating old and new actions

Equipment - File cards.

Method - On file cards write out several simple directions for doing old and new things such as: (1) walk to the door; (2) tap three times on the door; (3) throw the ball through the hoop; (4) walk around your chair two times; (5) look through the telescope. Directions on each card should differ and the number of directions and difficulty are determined by the ability of your class to read directions and retain their meanings. Divide the class into two teams. A member of the other team must follow the directions exactly as stated. If he followed the directions exactly, he scores a point for his team. If he misses any one of the directions, point goes to the team which is reading.

Activity 11

Dialogue: "BOYS AND GIRLS, TODAY WE WILL HAVE SOME GAMES AND CONTESTS TO SEE SOME OF THE THINGS THAT YOU MAY BE BEST AT DOING. WE WILL HAVE A HOPPING CONTEST, A PAPER PLATE THROWING CONTEST, A CLOTHES PIN DROPPING CONTEST, A PICTURE NAMING CONTEST, (optional) AND A SAME AND DIFFERENCE NAMING CONTEST. IN THE "HOPPING CONTEST" YOU WILL HOP ON ONE FOOT BETWEEN SPACES MADE OF CLOTHESPINS LINED UP ON THE FLOOR. (Similar to hopscotch). IN THE PAPER PLATE THROWING CONTEST YOU WILL SEE HOW MANY PAPER PLATES YOU CAN THROW INTO A CARDBOARD BOX. IN THE "CLOTHESPIN DROPPING CONTEST" YOU WILL SEE HOW MANY CLOTHESPINS YOU CAN DROP INTO A MILK CARTON. IN THE "PICTURE NAMING CONTEST" YOU WILL TELL WHAT IS IN PICTURES THAT ARE SHOWN TO YOU. IN THE "SAME AND DIFFERENCE CONTEST" YOU WILL TELL WHETHER THE PICTURES THAT YOU SEE ARE ALL THE SAME OR WHETHER THEY ARE DIFFERENT. WHO THINKS THAT HE IS GOOD AT HOPPING?"

(Repeat question for each contest to get a general idea of the classroom group and feelings of competencies. Where possible, divide groups so that each member of the class may participate. The "Same and Difference Contest" is optional dependent upon class development and time.)

(a) Hopping Contest: Choose a group for participation (5,6, or 7 children). Place clothespins approximately 18" apart so that there will be five spaces to hop through. Have the children line up and hop on one foot without touching a clothespin and approximately within the space indicated. The child who hops the most spaces within the boundaries wins. Write the name of the winner, or in the case of a tie, winners, on the board and compliment all contestants for trying.

(b) Paper Plate Throwing Contest: Place cardboard box approximately two, to two and one-half feet from boundary line marked with 3 or 4 clothespins. Choose group for contest and have each child stand at boundary line and try to throw 5 paper plates into the box.

(Leader might demonstrate once with "frisbee" type throwing action.)

The one who gets the most plates in the box wins. Write winner's name on the board and compliment all contestants for trying.

(c) Clothespin Dropping Contest: The leader should place an empty quart milk carton on the floor in front of the class. Have the group line up and, one at a time, try to drop 10 clothespins into the carton. The children should stand upright and hold clothespins directly over cartons approximately chest high.

(Leader might demonstrate first time for the children.)

The child who drops the most pins into the carton wins the game. Write winner's name on the board and compliment all contestants for trying.

(d) Picture Naming Contest: Line participants up facing classroom. Leader stands in front of the participants and shows pictures one at a time for approximately 5 seconds exposure. The child who names the most pictures correctly in the shortest length of time, wins the contest. Write the name of the winner on the board and compliment all contestants for trying.

(e) (Optional) Same and Difference Naming Contest: Line participatns up facing classroom. Leader stands in front of the participants and shows pictures one at a time. The participants must decide if all objects in the picture are the same or if they are different. The child who gets the most correct in the shortest time, wins. Write the name of the winner on the board and compliment all the contestants for trying.

Then Discuss:

(a) IS EVERYONE GOOD AT DOING THE SAME THING?

(Leader might bring attention to the winners of the contests and point out that some are better at one ... others are better at something else)

(b) IF YOU CAN'T WIN A CONTEST OR A GAME, EVEN THOUGH YOU TRIED REAL HARD, WHAT DO YOU DO?

(Leader may bring out idea that if you keep trying or participating you might get better. Leader should also bring out the idea that it is fun playing games and trying to do new things even though one doesn't win.)

OBJECTIVE 4: TO FEEL GOOD ABOUT THE SCHOOL SETTING

Activity 1

After examining a time line past events in history book, the children decided to prepare a time line of their own classroom for this year's events. They made a "Time Ladder" from September to June in picture form. This activity helped the children to understand the sequences of holidays, months, birthdays, school and community events, and seasons.

Activity 2

To expand the child's concept of the school and neighborhood, the teacher asked, "WHAT DO YOU THINK YOU MIGHT SEE IF YOU HELD ON TO A KITE STRING AND SAILED HIGH INTO THE AIR ABOVE THE SCHOOL?" Children were given "thinking time" and then asked to express their feelings about this question. The teacher was concerned with helping children to use their imaginations by visualizing mental images. A follow-up statement was "NOW GET AS MANY IDEAS AS YOU CAN FOR WAYS THAT YOU MIGHT RETURN." Some ideas offered were:

By Helicopter.
By Plane.
By Sliding Down The String.
Bow And Arrow Could Shoot You Down.
Paratrooper Could Catch You.

Activity 3

Once a week each child planned his own study and learning schedule for the afternoon. The pupils were not restricted as to subject matter, but they had to show the teacher their plan of action. The library was used freely, as well as filmstrips, art materials, etc. The children learned to develop and plan a more self-directed approach to their own inquiry and use of time. At first some children spent their time being unproductive and were unable to set their own goals or to get involved without being told. As the use of this idea continued the teacher recognized that children have to be given freedom to learn how to plan their own self-directed projects in order to become more independent learners.

Activity 4

Set up a situation in which two children are throwing water on each other. Ask the students questions such as, "WHAT ARE THE DIFFERENT WAYS IN WHICH A TEACHER CAN REACT TO THIS SITUATION?" "WHAT IS THE BEST WAY TO HANDLE THIS SITUATION?" "WHAT MAY CAUSE THE TEACHER TO REACT IN A MANNER WHICH WE DON'T CONSIDER 'BEST FOR THAT SITUATION'."

Activity 5

Writing a television show.

Equipment - large cardboard box or any materials that can be used to fabricate television or movie sets.

Method - Using a fabricated television or movie set as the basis for teaching is extremely effective. When children are told they will produce a TV show or movie, interest in the unit is heightened. Sufficient assignments can be made to permit all pupils to take part. For example, several youngsters may be assigned to work on the task of making the television or movie set. They can use a cardboard carton and two bamboo poles or broomsticks. The front of the carton is cut out, holes are punched in top and bottom on each side to permit insertion of poles. The majority of the students can be assigned the job of making the TV or movie script. Each is given a specific picture to draw. For instance, if the unit is concerned with transportation, each child is asked to draw a different picture of a mode of transportation, past, present, or future. The same techniques can be applied to any unit of study. The presentation is rolled up on one of the bamboo poles or broomsticks, preferably the one on the right as you view the screen. As the left hand pole is rotated, the film strip unravels across the screen from right to left and is taken up on the left hand spool. During the lesson as each frame makes an appearance on the screen, the movement of the strip is stopped and the illustration is discussed by the child who drew the picture.

Activity 6

Create an Interest Inventory to see what your students like. Results from this inventory can aid in planning future units with the help of those students in your class who have interest in a particular area.

Activity 7

The lesson began with the teacher asking, "CHILDREN, PLEASE THINK OF AN UNUSUAL QUESTION YOU WOULD LIKE TO ASK." One child said, "I wonder why somebody invented designs?" Then another child raised his hand and said, "The sky is blue!" At that point the teacher realized there were children who had no idea of how to ask a question. The lesson continued by pairing children together to ask and exchange questions. Most of the questions began with "How did?" or "How" questions and use some other words. Another child said, "Teacher, you said "How" right now". As the class practiced question asking they achieved a greater and more flexible skill in asking different kinds of questions. Some questions were as follows:

How do they make gas?
What makes the wind?
Where do snowflakes come from?
When were books first made?
Why did Christopher Columbus discover America?
What are duck's feathers made of?
What is thunder?
How do flowers grow?
What am I made of?

Activity 8

Study the School.

Materials - Cardboard, paper and pencil.

Method - Much can be done in the vicinity of the school building to encourage children to feel at ease. For example, take students on an observation walk around the school. Each child lists things which he hears or sees while walking, such as a bird whistling, a car engine starting, a door closing, and the wind rustling in the trees. When class members return to the classroom they can work together in composing a chart. Each child will list sounds and sights to see if his findings are confirmed by other students. If you have a tape recorder you can record particular sounds the next day, play the recording for the children, and have them decide what made the sounds. This technique can be made into a game by dividing the class into teams.

OBJECTIVE 5: TO FEEL ADEQUATE DEVELOPING BASIC ACADEMIC SKILLS

Language Skills

Activity 1

One way to help young children begin developing writing skills is to interest them in wanting to write. A teacher did this by suggesting that the children make and send different kinds of greeting cards. They were asked to see how many different kinds of cards they could make; get well, birthday, thank you, have a good trip, etc. Freedom of expressing their own original ideas was satisfying to them. Greetings used on such cards were written on the chalkboard. Children learned to express themselves when they were given a need to. After a while some children were making cards for others using standard greetings from cards that were brought in while others were making rhymes of their own, learning to express themselves and feeling pride in their original accomplishments. Productions by elaborative children were different from those of original children.

Activity 2

Use Comic Strips Via Projection to Teach Writing. Comic strips with words omitted can form the basis of creative writing experience. Prepare a transparency by first clipping a comic strip from the newspaper and blocking out the narrative contained in the balloons with opaque white paper. The setup is then reproduced on the transparency material and the finished transparency is projected. Students can experience a knowledge in writing direct quotations, in paragraphing when speakers change and in combining description with direct quotations. As the lesson progresses the class can write a story in paragraph form based on a comic strip. The mechanics involved in this type of writing should of course be explained beforehand since comic strips without narrative are nondescript and open-ended. Pupils can let their imagination run rampant.

Activity 3

Children in primary grades like to make up stories but are hampered in their creativity because they either dislike the mechanics of handwriting or do not have the ability to write. This lack in skill dampens their creative potential. One upper grade teacher was aware of this hurdle so she asked for volunteers from her class to act as secretary-recorders for the younger children. Some students, who instead of spending a period in study hall or in the library, agreed that they would like to be secretary-recorders in a primary classroom to take dictation from the younger children during creative story telling time. They worked in pairs with the younger children as stories were created and recorded. Both groups had fun reading these stories to their respective classes and the younger children even had more fun catching their secretary-recorders in writing errors. The upper grade students enjoyed this activity as much as the primary grade children, and would return to their class full of many questions about spelling and sentence structure. They became meticulous recorders and proof readers. Youngsters at the primary level liked the encouragement and fellowship of the older children to share their imaginative stories with.

OBJECTIVE 5

Activity 4

During a vocabulary review of nouns the children were asked to give detailed descriptions of a word without using the actual word. As each child tried to visualize the word and describe its image, the teacher drew it on the chalkboard. Naturally, any slight discrepancy in the description of a word was noticed by the class and the class had great fun helping to describe it. After this exercise the children were able to give better descriptions with good images. By allowing for imagination using visualization skills they not only learned the noun vocabulary list better but many other words were added to their vocabulary.

Activity 5

In a lesson about vivid verbs, children were shown pictures, movies and/or film strips of animals, athletes, etc. depicting movements of different kinds. They were to collect as many new and unique (vivid) verbs as possible to explain such movements. The children were asked to observe movement of all kinds during a two day period and to find as many words as they could to adequately express their own observations. Children not only gained an understanding of vivid verbs but expanded their vocabulary by learning many new words for expressing movement.

Activity 6

The class was preparing to take a field trip to farm on the outskirts of town. The trip was to be an hour's ride from the school and the teacher told the children to be aware of and to enjoy the natural panorama they would be passing through. To encourage expressional fluency the teacher asked the children to use the following plan to write as many sentences as they could about what they anticipated seeing on their excursion.

B_ a_g_w_t_t_f_.

W_s_t_a_.

Some sentences children produced were:

Boys and girls went to the farm.
Birds and goats were trying to fight.
We saw the animals
We spoke to animals.

7. After a field trip to a neighborhood dairy, the teacher suggested that the class make a language treasure chest of all the descriptive phrases that might be used to refer to their trip. The class worked together suggesting the phrases while the teacher put them on the board. These phrases were then transferred to cards to be stored in the treasure chest. Future language lessons were developed from these phrases, for instance, the teacher selected five phrases placed them on the bulletin board, and asked the children to write an original story using all of the phrases possible. Another activity might involve the writing of unusual titles for the stories.

OBJECTIVE 5

8. The teacher asked the children to rearrange the letters in these scramble words to make a familiar word associated with Christmas:

reet	(tree)
srat	(star)
byllh	(Holly)
ifgt	(gift)
owsn	(snow)
gsihlt	(lights)

This is an excellent technique for forstering flexibility in the thinking patterns of children. A continuation of this lesson was to give the following scrabbled words associated with winter. Children were to discover what words are by filling in the missing letters and unscrambling them.

-ie	(ice)	ef--re	(freeze)
s-eet	(sleet)	sl-de	(slide)
d-co	(cold)	c-at	(coat)
mec-Drb	(December)		

9. Spelling words for the week were listed at the board. Students were asked to stretch their imaginations and use all of the words in the list to make up an original and interesting story. There was no time limit, no specified length, and they could write on any subject they wished. Particular emphasis was given to the use of words in unusual and novel ways.

10. Crossword puzzles were used effectively to teach spelling and word meaning. Children were divided into groups of three and each group was asked to design its own crossword puzzle using 10 to 12 of the words from the weekly spelling list in some clever or unusual way. Working in groups seemed to generate a great deal of enthusiasm. The groups then exchanged puzzles and solved words in unique ways for the design of their crossword puzzle and to see if they could stump other groups by their originality.

11. The Adverb Game: The purpose of this exercise is to increase the variety of descriptive adverbs in spoken and written sentences. The teacher divides the class into two teams. The game is started with a sentence like "She walks aimlessly ... " One team has to pick it up from there and continue, "She walks badly, carefully, drearily, etc." in alphabetical fashion. Once an adverb is used in the game it cannot be used again. The teacher allows a half minute mazimum for the student to come up with an answer. The team with the fewest misses wins.

12. The class was told a story about a duck. The story used the words splash, sprinkle and spout. The class discussed the sound "sp" which is common to these words. Then the teacher raised these questions so children would wonder about this sound:

What kind of sound is the "sp" sound?
Does "sp" sound "hard" or "soft"?
What kind of feeling do you have when you hear or say the "sp" sound?
What sounds can you name which give you a feeling that is the opposite of the feeling you have when you hear "sp"?
What other words can you think of that have this same sound?

13. Throughout the school year the children wanted to check their own growth in written expression. They were conscious of their own particular strength or weakness and realized the importance of this type of evaluation. Each day for a week they wrote a segment of a story about themselves. Each day they had to read the previous days' writing before adding on the next part. They learned that legibility, correct form, punctuation, etc., makes for easier and more interesting reading, also that they improved as the week passed. At the end of the week they made their own book from those stories and illustrated them.

14. Arrange with the kindergarten teacher for some of the slow readers to read stories to the kindergarten children. Allow the reader to select the story he would like to read and practice reading the story. (The slow readers could help each other by listening to each person read his story before reading it to the kindergarten. They could work in pairs). After the child learns to read a story correctly, he can be asked to read it to a group of children in his class.

15. Read and Act: Equipment--Blackboard, flash cards containing sentences, verbs or verb phrases, letter, word or number squares, ball
Method--A card is flashed and then the child must act out the phrase or word. An observing child checks the appropriate nature of the movement. Example, run, jump, draw a circle, jump on a cat, hop on a J. If the child is correct he may become a teacher, drawing a new card. The child previously flashing the card becomes the performer. Procedure may be used with groups of three or more children, one a card flasher, the second an observer-scorer, and the third performing the movement.
Modifications--Competition may be set up between teams of children. Correct or incorrect scores determine the total team score. The game can start with an act. Example, running and then an attempt can be made to find the appropriate word.

15. Art and the Alphabet
Equipment--Art Paper
Method--A class alphabet book and the primary grades combines language arts and art. A book 12" high by 18" provides a neat presentation. Use regular art paper or butcher paper for pages. Make covers from oak tag. The purpose of the book is to illustratively portray letters. Children can find pictures of objects in magazines. They should be encouraged to draw pictures. Several illustrations can be inserted for each letter. Pages are organized by writing across the top of a page a letter and an object whose name begins with the letter, such as A is for airplane, B is for boy, C is for chair. The picture or drawing of the object occupies the remainder of the page.

OBJECTIVE 5

Math Skills

Activity 1

In elementary arithmetic classes pupils can become numbers. Children get out of their seats physically and get involved in the lessons by wearing number smocks. Some children can be numbers, some can be symbols. When equations have to be worked out, the children do it physically. Another variation is using smocks to represent words in the building of sentences.

Activity 2

Using different parts of the body as measuring devices was one way a teacher introduced a unit on measurement. The children were given different objects of unknown lengths and were asked to measure these by the span of their hand, the size of their shoe, the length of their step, or their own height. When they discovered these were units of measurement which varied differently for each child, they discussed the need for a standard unit of measure and how a ruler or yardstick had developed using inch, foot, and yard as such standard units.

Activity 3

When teaching the concept of addition the teacher cited examples of two things plus two more things equals four things. She talked and demonstrated using two erasers and two pencils; two books and two chairs. When she felt the children had grasped the concept of "four" by her examples of 2 + 2, she then asked them to brainstorm as many different other combinations of things that might equal four. They thought of the following:

$$3 + 1 = 4$$
$$6 - 2 = 4$$
$$9 - 4 = 4$$

After they had listed all of their combinations which they guessed might equal four the teacher asked the class to check their guesses against the facts and to verify the correctness of such guesses. By this inquiry-verification process the children discovered mistakes, i.e., 9 - 4 = 4. This idea taught the concept of addition and subtraction by the children's own self discovery.

Activity 4

Math is Hiding. The purpose of this game is to reveal mathematics in common objects. One point is awarded for every object that is named and for which the mathematics connected with it is explained. For example, the floor. Someone had to measure the floor to figure out how many tiles were needed to cover it. The student is then asked to solve a similar problem as a demonstration.

OBJECTIVE 5

Activity 5

Dot Pictures. The purpose of this exercise is to encourage looking at graphs as pictures. Divide a piece of graph paper into four quadrants and label the axes. Start giving the coordinates of a picture that is to be made up of dots. A student may guess what the picture is to be at any time. If he is correct, he wins; if he is incorrect, he is eliminated from participation in guessing that picture.

Activity 6

A teacher asked her class to look around the classroom and name all the objects that were of a circular shape or that contained a circular design. The children named light fixture, waste basket, clock, doorknob, desk, drawer knob, bottle, faucet, etc. The children were then encouraged to continue to look for circular forms on the way home from school, at home, at the grocery store, etc. The next day children added on to their long list of round objects. This simple lesson helped children to better perceive and differentiate forms.

Activity 7

Dealing with the idea of subtracting. Ask children, "How might I start with 10 apples and end up with only 5 apples?" Get them to explore the alternatives.

(a) You gave one apple to 5 friends (illustrate this concretely).
(b) Someone took 5. (Have someone take 5)
(c) Used 3 apples in a pie and ate two.

Activity 8

Find the Sum.

Equipment--Number squares containing numbers and arithmetical signs. For example, equal, addition, subtraction, division and multiplication signs.
Method--Using the squares children are verbally told the name of a sign and must find it by jumping into it on the grid. Discussion should continue to define the operation or operations indicated by the sign.
Modifications--Advanced children can continue on and jump simple addition and subtraction problems. Example, 2 + 2 = 4 by hopping the appropriate squares or they can act out operations by using blank squares and carrying them apart or together when adding or subtracting operations are discussed.

Activity 9

The purpose of this is to teach mathematics with the built-in capability of moving through the program as quickly as possible depending on student's individual learning ability.

Ten levels of competence are established. The teacher writes one sample test question on a poster for each of the ten levels and places them by rank along the wall. The teacher prepares three different tests of ten examples each to evaluate whether or not the students mastered a particular level with 80% accuracy. Before a student can move up more than two consecutive levels, he must assist someone at a level lower than his to pass one level. The first five students through the ten steps plan the next series in consultation with the teacher. The next five students administer the present ten steps until all have negotiated it.

OBJECTIVE 5

Science Skills

Activity 1--What Would Mother Nature Do?

The purpose of this game is to encourage the answering of science questions by using simple experiments. The class is divided into teams. The teacher prepares some simple experiments, but before each one is carried out, a question is asked as to the outcome. Students vote and the votes are tabulated for each team before the experiments have been done. Examples of possible experimental questions are: Will a razor blade float in water? Does it depend on how it is placed in the water? Will it continue to float if soap is added to the water?

Activity 2--What's in the Bag?

The purpose of this exercise is to develop the testing of scientific theories. Place various common objects in small bags and seal the bags. Let the students figure out what is in the bags by doing anyt think of except opening the bags.

Activity 3--Science Is Our Friend.

This exercise makes students aware of both the pros and cons of science. One team names something in science that is helpful to people; the other team has fifteen seconds to name a use of the same thing that harms people. No points scored for correct, or completed answers; points only for stumping your opponents. A sample round might go as follows: Team 1--Airplanes are used to transport people. Team 2--Trains are used to carry people. Team 1--No answer. (Points scored for Team 2.)

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Activity 4

The objective of this lesson involved improvement of the child's ability to perceive as well as to discriminate accurately and readily. Each child was instructed to look at some common object in the classroom such as a pencil, a book, a blackboard eraser, a chair, a light bulb, etc. and give several words to describe it. At first such qualities as color, length, size and shape were given. Then, as the teacher helped them to consider its other properties, the class became much more perceptive and listed these: weight, texture, hardness-softness, rigid-flexible, floatable, absorbent, burnable, magnetizable, etc. Interest accelerated as the children were encouraged to visualize the object as if they were describing it to a blind person who had never seen it. Long lists of all the different possible words that describe each object were produced and the children gained many new descriptive words for their vocabulary.

Activity 5

The purpose of this game is to encourage the answering of science questions by using simple experiments. The class is divided into teams. The teacher prepares some simple experiments, but before each one is carried out, a question is asked as to the outcome. Students vote and the votes are tabulated for each team before the experiments have been done. Examples of possible experimental questions are: Will a razor blade float in water?

Does it depend on how it is placed in the water? Will it continue to float if soap is added to the water?

Activity 6

The purpose of this exercise is to develop the testing of scientific theories. Place various common objects in small bags and seal the bags. Let the students figure out what is in the bags by doing anything they can think of except opening the bags.

Activity 7

The purpose of this exercise is to emphasize the importance of the shape rather than the type of material used in construction. The students are allotted ten sheets of paper and some tape to make their constructions. Examples of building projects are: Build a platform that will support two books at least six inches off the floor (use of cylinders). Build a bridge between two desks that will support a book (put lots of folds in the paper).

Activity 8

This exercise makes students aware of both the pros and cons of science. One team names something in science that is helpful to people; the other team has fifteen seconds to name a use of the same thing that harms people. No points scored for correct, or completed, answers; points only for stumping your opponents. A sample round might go as follows: Team 1--Airplanes are used to transport people. Team 2--Airplanes are used to bomb people. (No points.) Team 2--Trains are used to carry people. Team 1--No answer. (Point scored for Team 2.)

Activity 9

This exercise helps students realize the science in everyday things. Team 1 picks an object that demonstrates a scientific principle. Team 2 has to find an object that demonstrates the same principle; then Team 1 must find still another object that demonstrates the same principle, etc. A point is awarded every time a team continues the chain. For example: Team 1 picks radiator. Team 2 picks light bulb (it also gives off heat) (point); Team 1 picks sun (also gives off heat) (point). Team 2 is stumped (no point, end of chain). Then begin again.

In all these games it's a good idea to rehearse the rules of the games, making sure they are clear. Think of new variations and new games by recording notes from your own meditation, day dreaming, or brainstorming. Let your rough-cut ideas germinate for a time. Recording side comments by students about TV or Charlie Brown or off-the-cuff ideas from the classroom can produce excellent ideas for games. Watching Johnny Carson or Captain Kangaroo on TV with the sound turned off is an interesting stimulus. Finally, cultivate your own sense of the mischievous and ridiculous, for in these lies the secret of successful games.

Activity 10--Teaching Ideas that Make Learning Fun

Making a Garden--An interesting and educational opportunity involves making a garden using egg shells and egg cartons. Let the student separate the cartons with paint or color them with colored paper. Paste egg shells in the cartons and fill halves with soil. Plant seeds in each half and label it with the name of the child who's designated as caretaker.

Activity 11--Scavenger Hunt.

This exercise helps students realize the science in everyday things. Team 1 picks an object that demonstrates a scientific principle. Team 2 has to find an object that demonstrates the same principle; then team 1 must find still another object that demonstrates the same principle, etc. A point is awarded every time a team continues the chain. For example: Team 1 picks radiator. Team 2 picks light bulb (it also gives off heat) (point); Team 1 picks sun (also gives off heat) (point). Team 2 is stumped (no point, end of chain). Then begin again.

Questioning

Activity 1

Inadvertently questions were erased from the chalkboard after each day. Answers to many of these questions were written by some of the children. As a means for the children to learn how to ask good questions, the class had the idea that it was possible to reconstruct questions from their prerecorded answers. However, the teacher invited them to write the questions in a new and different form from the original way they were asked. This reverse procedure of creating questions from answers intrigued the children. They began a study of answers which they found in books or had previously asked the teacher to analyze. This exercise offered an opportunity to realize the necessity of asking good questions and the importance of this skill.

Activity 2

During a unit on current events the teacher asked each child to choose a story which had appeared in the newspaper during the past week that interested him or her the most. From this each child was to list the number of questions that the story caused him to wonder about (additional information needed, reasons why, causes, consequences, missing date, etc.) Then the children were to attempt to answer their questions by exploration into the topic by looking for further articles in newspapers, magazines, consulting books, or talking to people. From this a news report was produced by each child and these were shared by the class.

Activity 3

After studying maps and the globe in Social Studies, the children decided to devise and play a detective map game. One child selected a geographic location of his or her own choice and gave one clue. By asking questions the other children collected additional clues to determine the location. Here is an example of a typical dialogue resulting from this game. One child made a selection and said: "I am very large located north of the equator." Other children asked:

Are you in the Northern Hemisphere?	Yes
Are you an ocean?	No
Are you an island?	Yes
Are you a continent	Right

This detective map game has become very popular and very effective in teaching children how to ask questions, make guesses and check them out as right or wrong, collect a series of clues, and form an inference. Some children did not play the game as well as others because fear of failure or exposure.

Activity 4

Asking questions about what we do not know rather than what is known becomes an intriguing way for children to become sensitive to gaps or limitations in knowledge. The teacher encouraged the class to list all of the things about the human body that scientists or doctors still do not know. Being inquisitive about this topic, the class used journals, encyclopedias, books, etc. and made a list of things that in their opinion were left unanswered about the human body. Some of the things listed were:

Where do colds come from?
Why do people dream?
What causes cancer?
Why do people have heart attacks?
Why do people age?
What is a virus?
Why do people sleep?

Activity 5

During a study of clothing in Social Studies the children were asked to bring samples of as many different kinds of fabric as they could find. These were examined and classified according to several categories decided upon by the children (material, texture, color, weight, weave, etc.) Differenct shapes from these fabrics were cut by the children and placed on a large sheet of tagboard which was made into a collage. This resulted in a great deal of curiosity about the textile industry and the different ways for making fabrics.

OBJECTIVE 6: TO LIKE ACTIVE EXPRESSION

Activity 1

Some teachers take pictures (slides) of their kids at work during the year. They may take pictures of them while engaged in active tasks or working with equipment. Next year the pictures can be shown to a new class so that they have a preview of the year's activities. If the kids have friends in the picture, the activities they see may become more meaningful. Children might choose the activities they would like to try first.

Activity 2

Working with Puppets

a. Equipment - Materials to make puppets. For example, those of the stick type or cartoon characters that are cut out and painted or colored and then stapled to stiff cardboard. Another example, puppets can also be made from paper bags. The character's face is drawn on one side of the bag and the back of its head on the other side. The bag is loosely stuffed with crumpled paper to give it body. The puppet is manipulated by the hand.

b. Method - Students who are shy when speaking before an audience will often speak clearly and without inhibitions if they are hidden. Puppet shows permit this and eventually give shy students confidence to address groups in person. The table turned on its side makes an adequate stage. Youngsters hide behind it and elevate the puppet so that only the puppet is revealed to the audience. Scripts for a show can be taken from a book or from original writings by students or teachers.

Activity 3

The teacher showed the children several Picasso reproductions and discussed his various periods of painting from traditional to modern. His life background was also discussed. Then the teacher told the children that he painted a modern picture which he called, "Three Musicians," but this picture was not shown. The children were asked to use their imagination and predict what they thought this painting would be like based upon their impressions of his previous works. At the end of this activity the "Three Musicians" was shown and the children discussed similarities and differences between what they imagined it to be and its actual appearance. A great deal of enthusiasm and interest resulted not only in Picasso but in art itself.

Activity 4

The class was assigned the project of searching for a plan of how to make a report of their own choosing from the subject areas of social studies or science. They were asked to use their own unique way of presenting their report verbally or pictorially rather than in written form. It was suggested they might use a tape recor recorder, pictures, dramatization, puppets, or some new way other than a written report. A great amount of search occurred as they thought of many different methods of presenting their reports. They reviewed their science and social studies lessons

Activity 4 - Cont'd.

in search for how they might use this information in making an original report.

Activity 5

The class made a survey of their social studies book to see how many biographies of great Americans it contained. Then the class was divided into committees to study the life of one of these great Americans and to plan some original way of presenting their material to the class. There was a great deal of enthusiasm as committees first planned their different and unique presentations and in finally giving them. Some of the presentations included:

T.V. Quiz program
Newspaper reporter interviewing others
Narration and pantomine
Grandfather relating his knowledge about an important person he had known personally
Book review by author to a panel
Dramatization

Then they found discrepancies between their verbal understanding of an illustrated story and their interpretation of the pictures which were used. This led the class into a greater awareness of details in understanding stories and in particular how they should be properly illustrated.

Activity 6

This class had been singing the song, "Tell Me, Tell Me, Tell Me, Your Name," with different children responding to the statement. During the language arts period the teacher changed the song to, "Tell Me, Tell Me Your Word." Then she asked the children to see how many descriptive words they could think of to describe an object she mentioned. Beginning with the word, "lion" the teacher sang, "Tell Me, Tell Me, Tell Me Your Word." One child sang, "Furry, Furry, that is my word."

Activity 7

Music for Creativity

Procedure: Today we are going to have a pretent time or an imagination time. "DO YOU KNOW WHAT IMAGINATION IS?""WHAT DOES IT MEAN?" (Allow time for interaction. Encourage and clarify)

"LISTEN AND SEE HOW THE MUSIC I WILL PLAY MAKES YOU FEEL."

Play Selection 1: "WHAT ARE SOME OF THE THINGS THAT THE MUSIC MADE YOU FEEL LIKE DOING?" (Encourage individual responses) "NOW, LISTEN TO THIS MUSIC AND MOVE YOUR HEADS AND ARMS THE WAY IT MAKES YOU FEEL.....WHAT DOES THAT MUSIC MAKE YOU WANT TO DO?" HOW DID YOU FEEL?"

Activity 7 - Cont'd.

Play Selection 2: "DID YOU SOMETIMES HEAR MUSIC THAT MADE YOU WANT TO TIPTOE?" "DID YOU SOMETIMES FEEL LIKE SITTING DOWN OR JUST STANDING STILL?" Etc. (Choose 3-4 volunteers to lead the class in acting out the way the music made them feel)

Play Selection 3: Note the different types of movement and comment about them to the class. "WHY DO YOU THINK THERE WERE DIFFERENT KINDS OF MOVEMENTS WHEN YOU HEARD THE MUSIC?"

Play Selection 4: "HOW WAS THIS DIFFERENT FROM OTHER PIECES." (Select other volunteers)

Continue this with the rest of the selections of music. After Selection 6 hand out paper and crayons and allow the children to draw pictures of what the music means to them.

SELECTIONS FROM RECORDS

1. Mature and Make Believe, BOL #52, Bowmar Records, Inc., 622 Rodier Dr., Glendale, CA 91201

   Tchaikovsky, "The Lark Song"

   Donaldson, Season Fantasies, "Magic Piper"

   Debussy, "Clair de Lune"

2. Children's Rhythms in Symphony, B-2053, Bowmar Records, 10515 Burbank Blvd., N. Hollywood, CA

   Kabalevsky, Gavotte

   Vaughn Williams, "Folk Dances from Somerset"

   Grainger, "Over the Hills and Far Away"

Activity 8

Writing a Television Show

Equipment: Large cardboard box or any materials that can be used to fabricate television or movie sets.

Method: Using a fabricated television or movie set as the basis for teaching is extremely effective. When children are told they will produce a TV show or movie, interest in the unit is heightened. Sufficient assignments can be made to permit all

Activity 8 - Cont'd.

pupils to permit all pupils to take part. For example, several youngsters may be assigned to work on the task of making the television or movie set. They can use a cardboard carton and two bamboo poles or broomsticks. The front of the carton is cut out, holes are punched in top and bottom on each side to permit insertion of poles.

The majority of the students can be assigned the job of making the TV or movie script. Each is given a specific picture to draw. For instance, if the unit is concerned with transportation, each child is asked to draw a different picture of a mode of transportation, past, present, or future. The same techniques can be applied to any unit of study. The presentation is rolled up on one of the bamboo poles or broomsticks, preferably the one on the right as you view the screen. As the left hand pole is rotated, the hand pole is rotated, the filmstrip unravels across the screen from right to left and is taken up on the left hand spool. During the lesson as each frame makes an appearance on the screen, the movement of the strip is stopped and the illustration is discussed by the child who drew the picture.

Activity 9

Me and My Shadow

Equipment: Lying mats

Method: Pair off children. Have one designated as slow mover and the other as his shadow. The sahdow tries to match exactly the movements of the other child. Movements must be made slowly to be copied. Experiment with a variety of movements. This game is for hyperactive, imaginative children of all ages.

Activity 10

Geometric Figures

Equipment: Scizzors, cardbaord, blackboard and squares containing geometric figures.

Method: Children first see figure on blackboard and then cut it out of cardboard and find it on the proper square. When finding the proper square the child can see how many things he can do to it. Hop on it, run around it, jump over it. He also can count sides of corners on both figures to check accuracy. The handicapped child can throw a bean bag into the proper square. This game is for normal children ages 3 through 7, retarded children ages 6 through 16, handicapped children of all ages, but specifically those of normal intelligence 4 through 7 years old.

OBJECTIVE 7: TO ENJOY GROUP PARTICIPATION AND OTHER CHILDREN

Activity 1

The teacher asked the class to pretend the classroom was an airport. Two chairs placed in each corner of the room represented an airplane ready to take off and airplane landing. Another chair placed on top of the teacher's desk represented the control tower. The children were asked to make up situations that might happen at the airport. After discussing the operation of the control tower and words used between pilots and tower, two pilots and a control tower operator were chosen and they were to make up a dialogue as they imagined events that might happen at the airport. Most of the children imagined the customary safe landing, but several had seemingly impossible experiences. One dialogue between two boys was most unusual as one boy was usually very quiet in class and hadn't participated at all previously.

Activity 2

An imaginary government was designed by the class to take care of the needs, solve the problems, and to control law and order in this classroom. Such a government was to be comprised of the best traits and characteristics of other governments (elected officials, open meetings, citizen participation) but also be innovative and different in meeting the needs of its people. As the unit proceeded, field trips were taken to the city hall, local government officials were invited to help the class, interviews were held with presiding government representatives, and library research was conducted. From all this information and data, the class selected, on the basis of their own criteria, those best qualities of government. Where there were gaps or deficiencies they set about designing other qualities to make their imaginary class government as realistic and unique as possible.

Activity 3

Each student begins a selected project. After a specified time interval, the students switch projects and they finish someone elses work. This idea is also appropriate for story writing. The purpose is to appreciate wholeness of tasks and the building upon the works of others. Prizes or awards can be given to team efforts.

Activity 4

A teacher of low-achieving class was particularly concerned about the lack of teacher-pupil verbal interaction in this classroom. In order to provide opportunities for the class to want and be willing to respond verbally with others, 35 minute brainstorming sessions were held. The rules of brainstorming were discussed and written on the chalkboard. These were:

A lot of ideas generated (fluency)

Withholding judgment because all ideas are, for now, good ideas.

Hitchhiking on other's ideas.

Do not discuss or critize-----just throw ideas out as fast as you can think of them.

Children were encouraged to take chances and try to respond completely free of restrictions or inhibitions. They were given the choice of selecting one of these three brainstorming topics:

How many food items can you think of that do not have to be prepared but can be eaten in their natural forms?

How many unusual food combinations can you list?

How many names can you think of for a new kind of cereal?

Activity 5

Children were placed in small groups and each group was to draw the plan of one room of the house. After completed drawings of each room were made, the groups put their drawings together to form the whole house and arranged the rooms as they wished by adding hallways, stairways, breezeways, courts, patios, porches, etc. What started out as an individual project turned into a group project and finally a class project as children learned to modify and adapt their own ideas for use by a large group.

Activity 6

The class was asked to use their imaginations and think ahead to the year 2000, to think of how old they will be then, and to try to predict as many changes as they can that will have come about by then. They were asked to discuss in detail how their lives would be affected by changes in food, clothing, automobiles, transportation, places to live, work, leisure activities, etc. After they had made their predictions, they were to test these against the facts by establishing some basis or evidence for their predictions.

Activity 7

Working with Puppets

Equipment - Materials to make puppets. For example, those of the stick type or cartoon characters that are cut out and painted or colored and then stapled to stiff cardboard. Another example, puppets can also be made from paper bags. The characters face is drawn on one side of the bag and the back of its head on the other side. The bag is loosely stuffed with crumpled paper to give it body. The puppet is manipulated by the hand. Method - Students who are shy when speaking before an audience will often speak up clearly and without inhibitions if they are hidden. Puppet shows permit this and eventually give shy students confidence to address groups in person. The table turned on its side makes an adequate stage. Youngsters hide behind it and elevate the puppet so that only the puppet is revealed to the audience. Scripts for a show can be taken from a book or from original writings by students or teachers. This game is good for children grades 3 through 6.

OBJECTIVE 8: TO ENJOY READING

Activity 1

Have the child tell a story into a tape recorder (Cassette Recorders are marvelous for children). Later the teacher or volunteer parent types the story as the child told it (no changes are made to correct grammar or usage). Let the child read and illustrate his story. Then let the child listen to the recorder as he reads the story so he sees the words while hearing his own voice.

Activity 2

The children were to pretend to be book salesmen. They were to select a book and while reading it collect a batch of interesting facts about the book which they could use to sell it to another person. After they had finished reading the book and listing all of the things they could about the book, they were asked to pair off in twos and try to sell their book to one another by the most convincing sales "pitch" they could think of. A more interesting and exciting group of books were selected by the children to read. More reading resulted as they pretended to buy books from others and read them to verify the other child's sales pitch.

Following the last idea children were asked to design a newspaper ad that could be used to sell their book and to draw a magazine ad to illustrate the contents of the book. Many unique ideas for selling books were created by the class.

Activity 3

Several kinds of records kept in the classroom were used by this teacher to stimulate interest and involvement in reading. Each child was given a pie graph chart which was to become his or her own individual record of the variety of books read throughout the year. Each pie section of this circle chart was labeled according to the library Dewey classification system which the class had studied. As a book was read in one of the Dewey classifications, a number was placed in that pie section. On a separate sheet of paper the title and author of each book read and classified was recorded. By glancing at this chart each child and teacher could see areas in reading that were overlooked. In the front of the room a large chart was prepared by the teacher indicating a ladder. Each rung of the ladder was numbered and name cards of the class were placed on that rung of the ladder representing the total number of books read at that time. This chart was changed once a week so that each child could see where he or she stood in number of books read relative to the rest of the class. In very large letters across the top of this chart appeared these words: The Higher You Climb The Broader The View!!

Activity 4

Have the slower readers read to kindergarten children or work with first grades who are having problems with reading. Allow students to work in pairs on some exercises (try to pair a better student with a poorer student).

Activity 5

Have a child read a book, when he comes to a word he does not know, allow him to substitute a word that fits in and continue reading. The teacher should make a test of the words the child misses and teach them to him out of the story situation.

Activity 6

Upper grade pupils decided it would be fun to write and illustrate children's books. They made up their own theme, characters, pictures, and title. After these books were made, the class sent them to the first grade teacher and requested her opinion about how much these books interested the young children. Some very imaginative and novel stories were produced.

Activity 7

Poor sixth grade readers who were not motivated to want to read better were sent to a second grade class to act as tutors and read individually with slow second grade readers. A buddy system during each weekly reading period was devised by pairing off a sixth grade boy with a second grade boy, etc. to help the younger child with reading problems. A great deal more confidence was established in the older pupil and more positive self concepts about wanting to learn to read better resulted.

Activity 8

When teaching the alphabet, the teacher used cardboard cutouts of letters, a mirror, and a piece of glass. Children were involved in discovering how many of the letters would not appear different (reversed) when reflected in a mirror or observed from behind the glass when the letters were mounted on the other side. Once they made a list of these irreversible letters they discussed reasons why some letters appear the same and some do not. For example, A H I M O T U V W X Y appear the same. This exercise was also used for discussing the left to right movement in reading.

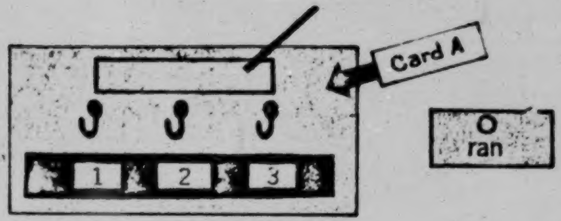
Activity 9

Object: To identify vowels

Accessories: Thick durable cardboard; one large envelope to hold cards or a small box or plastic container; three metal cup hooks; colored tagboard cards punched at the top.

Directions: Paste Card A on the cardboard. See illustration.

Card A: Find the number of vowels in each word.
Use the cards and place them
through the proper hook.

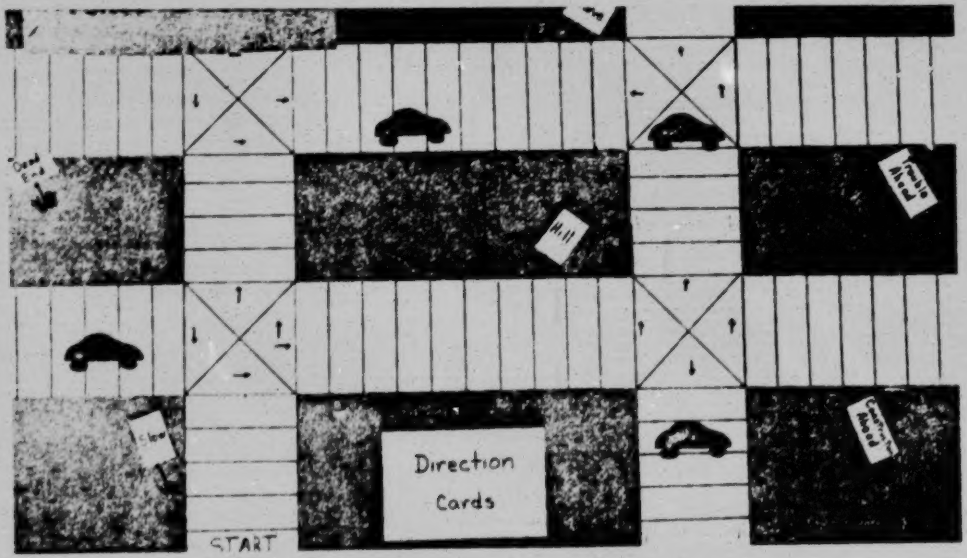


Activity 10

Read the Sign - Follow Directions. Being able to read and follow written directions is an important skill for students to learn. This game bulletin board provides an exciting way for readers at all levels to practice this skill. A pocket containing different direction cards is placed at the bottom of the board. Students take turns drawing a card and then reading and following the directions. Each card should tell the student something that he must do and then give him a number of spaces to move his car. The object of the game is to get his car from START to the BANK by following the directions on the cards. The type of directions printed on the cards should vary from group to group depending on the level of achievement. Examples of directions might be:

A. Move to the nearest corner. Turn right. Back up three spaces.
B. Walk to the nearest door. Open it. Go back to your seat and move your car forward two spaces.

Each teacher should prepare cards to suit her group. Players should be strongly encouraged to follow the directions after one reading. Children could prepare cards and change the rules as the activity progresses.



Activity 11

Read and Act. Equipment - Blackboard, flash cards containing sentences, verbs or verb phrases, letter, word or number squares, ball.

Method - A card is flashed and then the child must act out the phrase or word. An observing child checks the appropriate nature of the movement. Example, run, jump, draw a circle, jump on a cat, hop on an A. If the child is correct he may become a teacher, drawing a new card. The child previously flashing the card becomes the performer. Procedure may be used with groups of three or more children, one a card flasher, the second an observer scorer, and the third performing the movement. Modifications - Competition may be set up between teams of children. Correct or incorrect scores determine the total team score. The game can start with an act. Example, running and then an attempt can be made to find the appropriate word. This game is for normal children 7 years or older, retarded children 8 years or older.

OBJECTIVE 9: TO FEEL COMFORTABLE DOING THINGS ALONE

Activity 1

The class began with a discussion on various rooms in the house (den, closet, attic, basement, sun porch, kitchen, etc.). This question was written on the board by teacher "If you were to pick your favorite room where you could be alone which one would you choose - and what would you do there?" A few children were called upon to answer this question orally before this last question was posed. "How do you really feel about this room?" Children were encouraged to wonder about their feelings and write three paragraphs about:

a) their choice of a favorite room to be alone.
b) why it was their favorite.
c) how this room really made them feel.
d) what would you do there.

The lesson was not only good for paragraph writing but it appealed to children's feelings and attitudes towards being alone.

Activity 2

To provide a freer atmosphere for original expression, a special table of odds and ends (papers, scissors, paste, tape, etc.) were arranged next to the supply cabinet. Here children, especially those who were introverted or insecure, were able to sit and construct anything they liked. They were encouraged to create any new form or design they could think of. Some who never had the courage to try anything before produced art work of great sensitivity. All items created were placed so the other children could see their work on the bulletin board.

Activity 3

A discussion between the teacher and the class about secret places where things hide, an unused pigeon left where people could escape, or a place to get lost in occured one day. The teacher decided to use this as an interesting way for verbal expression. The class was asked to:

1. Write a description of a secret place you have seen. This could be a place you could get into or one that you could only imagine entering, as a gopher hole, a hole in a cloud, etc.
2. Tell a real or imagined story about what might happen in the secret place you described.
3. Make a list of different kinds of holes. Write about whether you think the hole is good or bad. Find a way to make a good hole bad. Find a way to make a bad hole good.

These kinds of activities helped children develop an increased sensitivity to many different situations in which a child does things alone.

Activity 4

The class read stories and saw Rub Goldberg cartoons about contraptions that had been invented to do some kind of job joke popping pop corn, opening cans, feeding the dog, opening a door, etc. Children were then asked to invent their own contraption to do something in the classroom or at home that would make their own living better. There were no instructions given but the teacher and pupils brought in a collection of strange odds and ends to get ideas from (buttons, nails, string, spools, boxes, sticks, foil, pipe cleaners, etc.) Children were encouraged to experiment and design their own mechanical contraption on paper. Then some children made actual models which were very original and creative.

Activity 5

During individual project time pupils selected a suggestion card from a box. The pupils were told to be original and think of some way to do the project that was clever and exciting. A definite time every Friday was used for "sharing time" of these projects with the class. The 3" x 5" cards were in a fancy decorated box. On top of the box was posted a card which read, "Put in your thumb, pull out a plumb, the plum is something fun to be done."
Some of the project cards suggested:

1. Write a funny and original story about yourself having fun.
2. Have you ever tried to write a poem? Poems tell about what you see and feel.
3. How would you feel if you were going to a new room? Write or tell about ways how you think we can make new people in our room feel happy.
4. Find a favorite picture to show and talk to the class about. You will want to plan carefully what you are going to say so it will be very exciting.
5. Here is the ending to a story --- "So Nancy took off her hat and never wore it again." Write an exciting beginning of this story.
6. Think of a new kind of a boat. Draw a picture of it and write a story about you and your new boat.
7. If you could go to some far-off place where would you go? What would you see? Write a story telling about it.
8. What would you think if suddenly one day all the clocks in the world stopped. Write what you predict might happen.
9. Have you ever thought about going to the circus or the zoo to see many kinds of funny animals there? Use clay to model animals you might see there.

Activity 6

The class listened to the teacher read, very mysteriously, the following story:

"In the woods there was a dark, dark house and in that dark, dark, house there was a dark, dark room. In that dark, dark room there was a dark, dark cupboard, and in that dark, dark cupboard there was a dark, dark shelf. On that dark, dark shelf there was a big black box, and in that big, black box there was a ---------------------."

The teacher then asked the children to stretch their imaginations and create an ending to the story. After they had done this the class was asked to visualize and draw a picture of what they thought was in the box.

Activity 7

Each child was given a 9" x 12" sheet of drawing paper and a large colored triangle. Each person was asked to make any picture. Everyone was encouraged to try to think of something very unusual that no one else might think of. Some of the pictures showed a roof of a house, umbrella, hat, top of a box car, tree, dog house, bird house, a hill. Suggesting that they think of an uncommon use of the triangle in a picture encouraged originality in thinking. Asking children to add interesting details for making a picture of a very common object requires courage for some children.

OBJECTIVE 10: TO FEEL ADEQUATE ABOUT PERSONAL CHARACTERISTICS

Activity 1

The children had been studying methods of measuring materials, forms, distances, and quantities. To help them deal with open-ended siguations for which there may be no solutions, the teacher requested them to consider all of the different things involving people which have no accurate measure; such as love, fear, joy, pain, prejudice, energy, hate, etc. and try to think of ways each of these human qualities might be measured (and ways they are measured which are very inaccurate).

Activity 2

We put up a picture of an apparently poor but happy looking man leaning against a door in his chair strumming a guitar. We wanted to get to know him, and we used our imaginations to inquire about him and his situation. We speculated on possible answers to the following questions:

How is he? What is he like?
What has happened to him?
Where is he and why is he there?
What will he do next?

These questions stimulated much curiosity. The children named him Charley, said he's been through an earthquake -- or the bear rug he was sitting on was once the bear that tore his shirt. They drew "before and after" pictures, wrote plays, wrote music, wrote poems and saw him as a secret spy, or hero of imaginative episodes. Clay scenes were used to know what they thought his life might have been like.

Activity 3

How do you feel when someone tells you good things about yourself? Bad things? Give students a list of all the students in the class. Ask them to write the very best thing they can think of about each person. Then distribute the good things said about each person to the respective person.

Activity 4

The children were asked to imagine that they were someone else or something different and to explore how they would see the world in this new way. The teacher suggested maybe as a giant, or a little bug, or a trapeze artist or a Martian. They discussed each other's ideas in terms of-where would you live? What would your family be like? What would you wear? How would things about you look from this different perspective? They were then asked to choose any medium to do an art project about their imaginings.

Activity 5

"Have you ever thought about FADS, where they come from, how long they last, and why?" This was an interesting question asked to stimulate curiosity and fluency. The class made a list of all of the current fads that now exist and another list of all the fads that existed when their parents were their same age. Parents helped the children in recalling fads twenty-five to thirty years ago and old magazines, newspapers, and catalogs were likewise referred to. The class was asked to figure out if there were common reasons for fads in both generations and why. A better understanding of human behavior resulted as the class became inquisitive and realized the importance of self expression in any generation.

Activity 6

A discussion was developed around the story about Martin Luther King in prison. A picture showing him inside the prison and his opponents on the outside was shown. The question was asked: "Who in the picture is free and who is imprisoned?" The class recognized the need for looking more deeply into different aspects of freedom and imprisonment. Such a paradox gave students the chance to think beyond common notions and to search their real feelings about such conflicting situations.

Activity 7

After talking about common notions which people have that may not really be true and defining these as paradoxical situations, the teacher wrote these example paradoxes on the chalkboard.

> The sky is blue; north is up; a woman's place is in the home; the earth is round; creative people are misfits in society; and what goes up must come down.

The children were intrigued with discussing these common notions which are no longer appropriate. Then the teacher suggested that the class might want to list other paradoxes in the area of social problems which exist today. Such paradoxes as, all men are created equal; educated people make more money; negro people are intellectu ally inferior to white; and the written word is always true, etc. were listed and discussed. Children were to collect a list of all such paradoxes for the next week that they could locate by reading newspapers and magazines, talking to and listening to people and observing. Thus they became aware of the necessity to evaluate ideas and situations.

Activity 8

The discussion of a story about dogs generated a great deal of enthusiasm about them and resulted in some surprising and provocative considerations. The class explored such questions as: Do dogs have personalities? What kind? If you were a dog, what kind of personality would you want? What would you want your name to be? What kind of a dog would you want to be? Why? Using art supplies the children visualized and drew the kind of dog they thought they would like to be. They not only gave their dogs expressions, but clothes , places to live, etc. In some cases there was a resemblance between the dog and the artist (big ears, glasses, etc.)

Activity 9

After reading about Abraham Lincoln's boyhood, a discussion developed regarding the temperament, experience, character, etc., of young Abe. The class was ásked to list as many different traits about this man as they could and then to consider those which probably were most important to him in his later life as a very famous but humble man. As a trait such as "honesty" was thought of by the class, the teacher then asked pupils how they really felt about honest people and the importance of being honest.

Activity 10

The children were asked to wonder about what it would be like to live in a glass house. The teacher mentioned some ideas about what might happen; such as, your privacy would suffer,it might be hard to heat, you might be happier because of the light, etc. Then the children were asked to make a list of all the things they could think of that might happen as a result of living in a glass house as compared to a regular house.

Activity 11

Each child was given a $500 tax free check which could be used for anything he or she wished. They were to wonder and decide what they wanted to do with the money and write a short story about this indicating their reasons for making that choice. The lesson led into a discussion about money, values and prices of things they wanted to use the money for.

Activity 12

The teacher presented a "surprise box" to the class which contained bedroom slippers. After the class had guessed all of the different things they could that the box might contain, it was opened. Then the class discussed different kinds of slippers and how they felt about slippers. They were asked to bring to class many kinds of slippers, to try them on, and to express their feelings about them on their feet. This led the class to role-playing and dramatizing feelings they had about various kinds of slippers, e.e., Grandmother's slippers, Dad's slippers, big sister's dance slippers, etc.

Activity 13

The class listed and discussed all of the different things people wear on their feet. The teacher asked the class to select one kind of shoe or foot covering from their list and by using their imaginations make up a short play about this object (pair of boots). After the play was given they were asked how would the play have been different...

if...the boots were swim fins?
if...they were giant's boots?
if...they had wings on them?
if...they came from Holland?
if...they came from Japan?
if...the boots were black patent leather?
if...the boots were crocheted?

The children learned about different cultures and many new words for expressing themselves.

Activity 14

Children were asked to express their feelings by pantomining their most imaginative ideas on how to make themselves look like:

. A movie star.
. A business man.

Activity 15

(Have small hand mirrors for the children to look at their reflections. Five or six mirrors may be shared by a whole class if it is not feasible to have a mirror for each child.)

"What did you see in the Mirror?"

(Allow as many children as volunteer to respond. Do not rush their responses even though they may be repetitious of the idea of "me" or "my face".)

"You saw your 'self' when you looked in the mirror. Who are you? Let's begin to find out?"

"You have a body as well as the face you saw, and it's just your size. Let's find out what your size is like. Stand up and stretch to see how tall you can be. Now, let's see how small you can be. How small can you make yourself?

(Encourage the children to go through all of the motions of stretching full length and squatting to smallest height.)

"Do you think someone else may be your size?"

(For classes where freedom permits, encourage the children to pair up and try to find someone else their own size. In classes which require more structure, to limit size. In classes which require more structure, to limit confusion, choose children individually to seek out a partner whom he thinks may be his size. Have the children stand before the class to compare height, shoulder width, and outstretched arms.)

Continue: "Along with your size you have skin covering your body. What does your skin tell you? How do you know when to put on a coat or to take off a sweater?"

(Help the children to explore the first question to develop the concept of feeling hot or cold. Feeling ice or touching a hot stove may be included.)

Continue: "You saw your eyes when you looked into the mirror. Who remembers the color of their eyes?"

(It will detract from the total activity to go into detail hoere, or to allow too many responses, however, a few responses here may indicate how observant the children were of their features)

"What do your eyes tell you?"

(Encourage different responses that bring out ideas of awareness to dangers, the need to see in doing and learning situations, enrichment in beauty and enjoyment of environment.)

Continue: "You also have ears. What do your ears tell you?"

(Encourage responses which express awareness to danger, the need to hear for learning and for exchanging ideas, the awareness and enjoyment of pleasant and beautiful sounds.)

Continue: "You have arms and hands, and legs and feet, and they keep on growing right with you. Show me something you can do with your feet and legs."

(Allow the children to pantomine actions involving their feet and legs, e.g., march, climb, walk, tiptoe, etc. Have them do something that makes a "hard" sound and then something that makes a "soft" sound. Rule: do not touch anyone else while in motion.)

"What you do with your feet and legs tells who you are."

"Show me something you can do with your arms and hands."

(Allow children to pantomine actions involving arms and hands. Some actions may be done by whole class and some individually allowing the child to tell what he is acting out.)

"What you do with your arms and hands tells who you are."

Conclusion: "Boys and girls, what are some of the things besides your face that tells who you are?"

(Review size, eyes, ears, skin, what you do with your arms and hands and feet and legs.)

Activity 16

Procedure: Introduce song by "Misterogers", Sometimes People Are Good. (Read attached words) Play the song once with the children listening to words, then play it a second time with those who would like to sing with the tape.

Discuss:
1. Are the boys and girls in this room who are quiet sometimes the very same boys and girls who are noisy sometimes.
2. Are the boys and girls who are neat and careful sometimes, the very same ones who are messy sometimes?
3. Are Moms and Dads who love you and take care of you, the very same Moms and Dads who are angry and cross sometimes?
4. Are the big brothers and sisters who play with you sometimes, the very same brothers and sisters who fuss with you sometimes?

Summarize concept: Everyone, both children and grownups, are the same people who are both nice and helpful sometimes and sometimes not very helpful and do things which are unkind and inconsiderate.

"Sometimes People are Good"

Sometimes people are good
And they do just what they should
But the very samepoeple who are good sometimes
Are the very same people who are bad sometimes
It's funny but it's true
It's the same, isn't it for
Me and...

Sometimes people get wet
And their parents get upset
But the very same people who get wet sometimes
Are the very same people who are dry sometimes
It's funny but it's true
It's the same isn't it for
Me and ...

Sometimes people make noise
And they break each other's toys
But the very same people who are noisy sometimes
Are the very same people who are quiet sometimes
It's funny but it's true
It's the same isn't it for
Me and ...

Sometimes people get mad
And they feel like being bad
But the very same people who are mad sometimes
Are the very same people who are good sometimes
It's funny but it's true
It's the same isn't it for
Me and ...

Sometimes people are good
And they do just what they should
But the very same people who are good sometimes
Are the very same people who are bad sometimes
It's funny but it's true
It's the same, isn't it for
Me...Isn't it the same for you?

OBJECTIVE 11: TO FEEL COMFORTABLE WITH ELEMENTS OF THE PHYSICAL WORLD

NATURE

Activity 1

Through the use of stories and pictures the class studied why we have different seasons, climate in each season; and adaptation of plants, animals, and man to the change in seasons. Some lively discussions followed when the children were asked to wonder and speculate about these questions.

How would our lives be different if we had no changes of season?
What if the sun shone all the time?
What if it were always spring? (or summer, winter, fall)?

It was in response to these kinds of questions that children seemed to really begin to explore and wonder about such things.

Activity 2

At the beginning of a science unit on the seashore, the teacher used a film strip about the beach and a record or tape with appropriate music or sounds of the seashore. After viewing and listening, the teacher left the light in the room off with the projector light on and asked children to pantomine what they would do at the beach and to express their feelings about the seashore. Some children took shoes and stockings off and wiggled their toes in the sand and waded. Others built sand castles or looked for shells, etc. This introduction to the unit developed an interest in the children to want to wonder and learn about the seashore.

Activity 3

The children had listened to an Aesop story about the wind and the sun. After the story the children were asked to use their imaginations and think of all the unusual things they would do if they were the sun or the wind. Some responses were as follows:

I'd push the clouds around the world.
I'd burn the wind like a trash can burns trash.
I'd tell the wind that I'm still the strongest because I make him go.
If I were the sun I'd give the wind another chance.
I'd make a big blow and try to blow the sun away.
I'd make the wind really hot.

Activity 4

During a unit on living things, the class discussed ways in which men can preserve and destroy natural life. Then the teacher asked, "How many different things can we tell about a tree by looking at its leaves?" Such things were thought of, by the children:

How old it is?
What kind of tree it is?
What season is it?
Whether it is sick or healthy?
What the present weather conditions are?
What has been the weather pattern of previous months?

Next the children were asked to pretend that they were trees and to tell which of their experiences and observations were most pleasant, frightening, rewarding, etc. Finally, as the class thought about the many uses of trees, the teacher asked them the question: "What would the world be like if all the trees were destroyed by human carelessness?"

Activity 5

The class viewed a film on clouds as part of a science unit about weather. The sound was turned off so that there was no distraction from the beauty of the film. Before showing the film the teacher told the children to use their imaginations and pretend they were a cloud and to think how they would feel. After the film the children were asked to list all the words that the film made them think of. This activity was followed by writing a story or poem of how they felt and what they thought of.

Activity 6

The class discussed pairs of objects that had the same quality of touch or feeling. Example: A puppy and a cloud are both soft. Then eight pairs of objects, each with a common quality, were selected and each child was given a piece of art paper to divide into eight sections. The sections were numbered from 1 to 8. In each section they wrote one of the words of quality which each pair possessed such as "soft" etc. For each section the children were asked to try to think of an object other than those already mentioned which would have the quality named and draw a picture of it. They were encouraged to think of something that no one else in the class might think of so their ideas would be really unique. One child drew the end of a rabbit cotton tail.

Activity 7

In a science lesson on water, the class learned about evaporation and rainfall. The children observed filmstrips, conducted experiments, etc. Finally the teacher asked, "By using your imaginations what would you rather be a raindrop or a cloud? WHY?"

Such a provocative question allowed the children to use their imaginations about what they had learned during the water unit. Ideas produced included:

I would rather be a raindrop because:

I would never die.
I would keep coming back.
I could disappear.

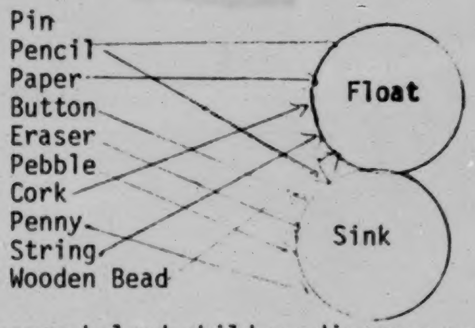
I could go up in the clouds.
I might take a long journey down a river to the ocean.
I would be very important because people would need me.
I would make things clean.

I would rather be a cloud because:

I could fly.
I could drift with the wind.
I could be a home for a lot of rain drops.
I would be beautiful.

Activity 8

The technique of mapping was used by a teacher to express categories and relationships. From among a random collection of items, some heavy and some light, the children were to discover those that float and those that sink. First, they were asked to guess those that would float and those that would sind and to test their guesses out in a tank of water. After the items were separated into two categories of "sink" and float", the children were to map their guesses versus their tests on paper. A map was explained as a represetation of their guesses and test by arrows drawn between each item to either category. For example:



This lesson helped children discover categories and relationships and to verify their own hypotheses.

Activity 9

Before setting out on a hike, the teacher asked the class to list as many reasons as they could for taking a hike. The teacher then used recordings of bird calls, city sounds, iarplane noises, barnyard sounds, etc. She suggested that pupils close their eyes and listen to the sounds. After a brief presentation of each sound, the teacher asked, "WHere do you think we would be hiking if we heard this sound in its natural setting?"

A music period followed this lesson so that children learned to associate appropriate instruments with specific sounds. They were asked to select the instrument whose tone best describes each recorded sound and to discuss their reasons for making this choice.

OBJECTIVE 11: TO FEEL COMFORTABLE WITH ELEMENTS OF THE PHYSICAL WORLD

Activity 10

The class was asked to brainstorm questions about space that they wondered about. Ten questions were collected: Children were arranged in groups to answer questions selected at random from the collection. Textbooks, science publications, library books, newspapers, magazines, films, and radio or television programs helped provide answers. Their list of questions left unanswered were used for individual projects and reports.

Activity 11

The boys and girls were asked to close their eyes and sit quietly while they listened to sounds and tried to identify them. (Bell ringing, open door, close scissors, drop book, whisper, turn pencil sharpener, etc.) This led to greater curiosity about sound. Then questions were posed such as: What is sound? Is sound good? How is sound helpful? What would happen if there were no sound? How do we hear sounds? Is sound harmful? How can you make sound? Many kinds of activities followed as children began to wonder and be inquisitive about sound.

Activity 12

Children coming in with wet mittens to be dried promoted this study. The teacher asked the class to stretch and expand their thinking and come up with ideas to make wind and how to use it. They came up with an idea and made pinwheels. They observed that wet mittens dried faster when placed near air in motion. They also discovered that when air blows against an object, either the object moves or the wind changes direction. They experimented with a sailboat in a tub of water.

Activity 13

The class had been talking about magnets and how they held on to some tings. The teacher said, "Lets' try to think of as many things as we can to test to find out if they are attracted to a magnet." We set out a box for YES items and a box for NO items. After two or three weeks of experimentation, the class compiled a list of items that were and were not attracted to magnets. They were asked to guess why item belonged to one or the other list. These were then tested and their guesses verified. The children began to realize the similarities between the items on each list and idscovered the inherent properties of things that are or are not attracted to magnets. This gave each child a chance to guess, to test, and to record results.

Activity 14

After the children had determined some things that grow versus other things that do not grow from the last lesson, they set out to compare growth rates of things that grow under several kinds of controlled conditions. Those things that were growing from the last lesson were duplicated in separate labeled pats (bottom part of milk carton) and pairs were placed differently throughout the room.

One was in the light, the other in the dark; one near heat, the other in a cool place; one was watered regularly, the other was not; one was fertilized the other not, etc. Observations and records were kept of growth differences. These were compared to predictions made by the children about ideal growth conditions and why.

Activity 15

The class had talked about seeds. To help discover the nature and properties of seed they did some planting. They used paper cups with soil, besides seeds of various kinds, other things suggested by the children such as raisins, gravel, cinnamon candy, popcorn, etc. were planted and each item labeled. The children observed and kept a record of the things that grew. This activity gave the children some direct experience in being inquisitive about things that might grow and verifying their guesses against actual observation.

Activity 16

We talked about traps, using the situations of people being trapped in floods, burning buildings, etc., and of animals trapped in landslides, forest fires, and by trappers. The question was then posed: Think of as many other different things as you can that get trapped besides people and animals. Various categories of thi- gs being trapped were listed at the chalkboard such as:

(traps for non-living things analagous to living things)

water in sponges
sounds on tapes or records
gas pressure in cans
ink in pens
energy in dams

ANIMALS

Activity 1

We read the story, THE HARE AND THE TORTOISE, in class. We looked at the picture book and discussed the idea of the race. The children then saw the film, "The Hare and the Tortoise". This was followed by a discussion of wondering how the animals might have felt before and after the race and what the real meaning of the story was. These feelings were then expressed in pantomine. Some of the children found it fun to use their imaginations in this way.

Activity 2

The beginning of a story about two animals was told to the class. A fox who was on the prowl for food became very thirsty. He passed by an open well and seeing the cool water, jumped into it to get a drink. A goat passing by heard the fox calling for help and jumped in also. Then the two animals wondered how to get out. At this point the teacher left the story unfinished and asked the children to suggest unusual ways in which they might help the animals get out of their predicament. Some ideas were:

use a rope.
get a fire engine to pump water into the well until they float out.
call for help.
get a helicopter to lower a rope.

Activity 3

Following the use of the previous idea, each child was asked to pretend he or she is a pet and to write a story about his or her life in some unusual manner. The teacher offered these suggestions as clever ways to do this:

You may want to write about your happiest, saddest, most exciting or most disappointing experience.
Characteristics you like best about your master.
What things are most important to you?

Activity 4

One teacher asked the class to imagine what animal they would like to be and to draw a picture of themselves in this new form. Because several of the children had wished to be birds, a few days later the teacher asked the class, "Pretend you are a bird and describe the feelings you might have as you view the earth from the air. In what ways would these feelings be similar to the feelings that a human being might experience as he oberves the earth from an airplane? In what ways might they be different?" Then the children were allowed to play animal roles and to experience an empathy with them.

Activity 5

The class was asked to first list as many animals as they could think of. After sufficient time was given for the class to individually brainstorm this topic, the teacher then asked the class to classify their lists according to similarities (birds, fish, reptiles, amphibians, etc.). Each pupil was to decide on their own categories and what characteristics determined each group. At this point the class was asked to decide to what group man belongs and tell why. As characteristics of this group evolved (mammals) the class was to discover what traits make up this group. A lot of individual research resulted as the lesson progressed. Finally the class was to prepare a list of properties which characterized mammals from other animals.

Activity 6

In a class which usually had diffuclty in thinking about things other than the usual, a flannel board helped pupils visualize new associations and new possibilities. Animal cut-outs were placed on the flannel board with a series of pictures showing various kinds of natural environments. The children were asked to relate each animal with one place where they would normally expect to find it. For example, polar bear with snow, monkey with jungle, sea gull with ocean, etc. Then the teacher asked them to take a detour from their accustomed way of thinking and name pairs of things that do not usually go together. . .camel-snow, fish-desert, etc. The children were asked to make up a clever and humorous story about some of these unusual and unexpected associations. Some surprising ideas were expressed in their stories.

Activity 7

After studying about certain insects and animals the teacher discussed some of the well known traits and how these, as descriptive adjectives, are used as limericks. The following were cited as examples:

sly as a fox.
cross as a bear.
busy as a bee.
cagey as a cat.

The children were then asked to think of as many different insects and animals as they could and to make up a limerick for each one using their most well known traits as an adjective.

Activity 8

The class had been studying about care of pets when the teacher utilized this situation for inquiry: "If we wanted to tell others how they might care for pets, what kinds of things should we tell them?" The class thought of the following categories:

food
shelter
attention
medical care

exercise
training
manner of disciplining
bed

Then the teacher suggested that each pupil decide what pet he or she would like to be. They were told to try and think of different kinds of animals and give them a name. Then the pupils asked each other about the care of the pet each had decided to be. The children were told to make their questions interesting and specific so they could guess what animal each had chosen to be.

OBJECTIVE 12: TO ENJOY LISTENING TO OTHERS

Activity 1

The teacher asked the class to pretend the classroom was an airport. Two chairs placed in each corner of the room represented an airplane ready to take off and an airplane landing. Another chair placed on top of the teacher's desk represented the control tower. The children were asked to make up situations that might happen at the airport. After discussing the operation of the control tower and words used between pilots and tower, two pilots and a control tower operator were chosen and they were to make up a dialogue as they imagined events that might happen at the airport. Most of the children imagined the customary safe landing, but several had seemingly impossible experiences. One dialogue between two boys was most unusual as one boy was usually very quiet in class and hadn't participated at all previously.

Activity 2

The purpose of the game is to have the student summarize the statement of one's conversation partner before making one's own statement. For exemple, with third graders the teacher starts a conversation and demonstrates how to summarize what her conversation partner says. Then the teacher would say what she had to say and expect her partner to summarize what she had said. Once the class has experienced this discipline, the teacher can use it at times with individuals she feels are not listening to her or to other students.

Activity 3

One teacher would occasionally philosophize to the class reflecting upon his own ideas about education, but he wondered how much the class listened and what this meant to them. So he wrote a short essay repeating many of the things he had talked about in the past and gave it to a friend who read it into a tape recorder. Then the teacher played the recording to the class making only the announcement that he would like them to listen and predict who they thought the speaker was, what he was like, and why. After predictions were made, the teacher revealed himself as the author of the essay. Only a few of the very perceptive students had associated the recording with him, while the majority had predicted that the speaker was some other authority or professional educator. This exercise answered the teacher's question of how well the students really listened and provided a great learning experience for the children.

Activity 4

This teacher was interested in developing better listening skills of children. The class had discussed how to get ideas by listening rather than listening only for content. The teacher taped a current speech about a recent social issue in which the speaker was not identified. After playing the first half of this speech, the class brainstormed predictions for the content of the last half. When the last half of the speech was played, the class checked their predictions against what they heard.

OBJECTIVE 12: TO ENJOY LISTENING OT OTHERS

Activity 5

Since the class was intrigued with listening for ideas rather than only listening for content, they were challenged to listen to the complete taped speech again and to intuitively make predictions about what kind of person they felt the speaker was. They were to make some educated guesses about his personality, his physique, his family and home life, and his educational background and experience.

After brainstorming and recording their predictions, the real identity of the speaker was revealed and the class obtained his autobiography. A great amount of enthusiasm prevailed within this class as they verified their predictions, learned better listening habits, and checked their guesses against facts.

Activity 6

The children were asked to wonder about and consider the many different ways messages are relayed by signals; smoke signals, arm signals when riding a bicycle or driving, etc. After a long list of signals were thought of the class was to classify these into various categories. Some means of communicating messages by signals thought of were:

football signals
Morse code
light signals
electrical signals
radio signals
sound signals
frowns and smiles

OBJECTIVE 13: TO INCREASE AN UNDERSTANDING OF SELF AND ONE'S OWN FEELININGS

FEELINGS

1. Ask the students to make an outline of their own life. Then from this outline they were to write an interesting and original autobiography. The children enjoyed either having the teacher read each autobiography aloud while they guessed who wrote it, or each anonoymously selecting one from a pile and after reading it, making a guess whose it was.

2. WE ARE SPECIAL; one sheet of paper is needed.
   Write: "One thing I like best about myself" (leader give example of self)
   Break into groups. Do three things.
   1. Each person read his statement.
   2. Talk about one person's statement at a time, including whether you like it or not and why.
   3. Tell each person in the group things you like about them.

   Return to group and explore feelings:
   1. How did it feel when you had to read what you liked about yourself.
   2. How did it feel when you were telling someone else what you like about them?
   3. How did it feel when the group was telling the things they liked about you?
   4. Explore idea of each person in class being special.

   Who are you and why are you special?
   Preparation: Teacher urges students to discuss:
   1. Everyone is very special.
   2. There are many subselves that make up the self.
   3. Everyone has feelings that are distinctly his own, but there are many situations in which people share the same feelings.

   Content vehicle: WHO ARE YOU? by Joan and Roger Bradfield to be read aloud by teacher.

3. To help children become aware of different types of behavior and to give them an opportunity to evaluate their own behavior, this series of lessons was initiated:

   First day: The class discussed many different kinds of types of people they knew and the different ways they felt about and acted toward them. A long list of adjectives was written at the board. Some of these were stingy, lively, good, selfish, lonely, shy, happy, etc.

   Second day: Pictures of people reflecting different qualities were passed around the room. Each child described the typed of person he thought the picture represented. Use was made of the adjectives at the board from the day before. Other descriptive words were added as needed. When children shared their interpretations of the picture they discovered that everyone doesn't feel the same about a person.

Third day: Each child was asked to decide what type of person he thought he was most of the time, to write about himself and to draw a picture of himself being the way he thought he was. The children developed a realization that they are the ones to decide what types of person they will be. Most expressed the thought that they were a desirable type, or felt good about themselves. Sometimes the teacher's evaluation was quite different from the child's self-concept. A teacher may even want the children to tell what type they think the teacher is.

4. The children had participated in oral reading with feeling. This developed into a discussion of different types of feeling. When the feeling of "fear" was mentioned, some of the children were reminded of bad dreams. The teacher then read this little poem to the class:

   Do you ever
   Wonder too
   What dreams do
   When they are through.

   A stimulating brainstorm session followed. The children had a chance to stretch their imaginations and explore their own meaning to different kinds of feelings. Another different kind of feeling expressed was that of "failure." Again the children were asked to express how they felt when they failed.

5. Introduction: "Boys and girls, we are going to play a game called "How do you feel?" Sometimes something happens that makes us all feel the same way. But, sometimes the same thing may give us different feelings. The way we will play this game is that I will ask you a question, how do you feel about something. When you are ready to answer raise your hand.

   Accept all responses as valid.

   HOW DO YOU FEEL-----

   1. When you hear a sudden noise?

   2. When someone tells you he likes you?

   3. When you're left all by yourself?

   4. When you get a new toy?

   5. When your toy is broken?

   6. When you win a game?

7. When someone else wins a game?

8. When someone smiles at you?

9. When someone teases you?

10. When you tease someone else?

11. When you have a fight with your brother or sister?

12. When you are in the dark?

13. When you go some place with Mother or Daddy?

14. When you have a birthday?

15. When someone wants to play with you?

16. When you can't play with others?

17. When Mother or Daddy say "No" to something?

18. When you get 2 pieces of bubble gum from the penny machine?

"Now, let's see if we can guess how these people feel."

1. "Jim's mother told him to stay in the house and watch his baby brother when he wanted to go out and play. How would he feel?"

2. "Tom was smaller than most of the boys in the class. When he went out to play, the boys called him "Pee-Wee" and "Shorty". How did he feel?"

3. "Sally and Jane were going to the store to buy some candy. Susan saw them and said, "May I go too?" They said, "Okay". How did Susan feel?"

6. This activity to make "A Book About Me" will require a minimum of four sessions. The booklets for this age level will be made one page at a time. All of the required materials are listed in No. 4 of this outline. During the 3rd session the leaders will staple the pages of the booklets together for each student.

FIRST SESSION

Introduction: "Today, we are going to start making a book of our very own. This is a book about one of the most important persons in the world--ME! Who is ME?" (Select one child from the class and tell him to say the word "ME" and ask the class who the child is talking about when he says "ME".

Allow class to respond. Repeat this procedure 3 or 4 times until the class understands). Ask: "WHO ARE YOU GOING TO MAKE A BOOK ABOUT?" (Allow total class to respond.)

(Hand each student one blank sheet of paper. Have the class do the following activity:)

Hand: Have each child place his hand on the paper and trace its outline. Next, allow a very brief sharing time. Tell the class to hold up their papers (as an entire group) to show the outlines of their hands. The leader can comment on the following ideas:

a. Each person has drawn their very own hand.

b. The hands are different sizes. Some hands are smaller and some are larger. Some hands are shorter and some longer.

c. Each hand outline is different; some are similar and almost the same but each hand is unique.

(Hand each student another blank sheet of paper. Have the class do the activity:)

Self: Each child will look at himself in the mirror and he will use crayons which will allow for his own color of hair, eyes, freckles, etc. Instruct the class, "We will draw a picture of ourselves."

(Review the body parts and body image concept, example: Head, arms, legs, eyes, ears, nose, etc. Tell the children to color their eyes and hair with the appropriate color crayons and if they have freckles or eyeglasses to add these to look as much like themselves as possible.)

(The difference in developmental levels should be kept in mind, allowing each child to make the best drawing possible for him, but accepting all drawings as appropriate for that child and without making corrections for him.)

(The leader should encourage shy or hesitant children to make an effort to try. If many of the children are hesitant, tell the class that some of us may not have done much drawing, but we want everyone to try and do what they can.)

(At the conclusion of the session the leader states: "TODAY WE HAVE MADE THE FIRST TWO PAGES OF OUR BOOK ABOUT ME.)

SECOND SESSION

Introduction: "TODAY WE ARE GOING TO MAKE SOME MORE PAGES FOR OUR BOOK ABOUT ME."

(Hand each student a sheet of paper. Have the class do the following activity:)

Family: The children are instructed to draw pictures of their families on the sheet of paper. As the class prepares for this activity, the leader should help them discuss the family members they will include in their drawing.

(As the students finish the family pictures, hand each one another blank sheet of paper and have them do the following activity:)

Houses: The children are instructed to draw a picture of their own houses. The leader should remind the children that each person's house is different. Examples: Wood, brick, white, brown, trailer, apartments, etc. The leader should encourage the children to make a picture just like the house they live in.

(Take up the papers and place with each child's pages from the first session).

Conclude with: "TODAY, WE MADE TWO MORE PAGES FOR OUR BOOKS ABOUT ME. NEXT SESSION WE WILL FINISH MAKING OUR BOOKS AND PUT THEM TOGETHER."

THIRD SESSION

Introduction: "TODAY WE ARE GOING TO MAKE ONE MORE PAGE FOR OUR BOOKS ABOUT ME AND PUT THE BOOKS TOGETHER."

(Hand each student a sheet of paper. Have the class do the following activity:)

Expectations: The children are instructed to draw a picture of what they want to be when they grow up. The leader should work with each child and label his picture with the appropriate title.)Examples: Daddy, Mother, Nurse, Fireman, Teacher, Farmer, Truck Driver, Pulp Mill Worker, etc.)

(As each child completes his last page the leaders should place all other pictures with it and staple them between the two covers of manila drawing paper. The children who complete their booklets before the rest of the class may decorate the covers while the others finish.)

FOURTH SESSION

(This final session is a sharing session and may be implemented as a total classroom activity or with two groups if leadership and space permit. In this session the children are encouraged to show their booklets to the group and to talk about what they have put into them. The response of the child sharing his booklet may include a simple description of what he has put on each page, without further elaboration, OR, it may include some elaboration about himself and his family if he chooses.)

(The leader should help the group to discuss the ideas of both similarities and individual differences, i.e. all of the children share some things in common, but each one has his unique qualities, likes, dislikes, etc.)

(Should some of the group laugh or giggle while some child is showing his booklet or intend to make fun of his drawing, the leader should support the child with as little disturbance and attention to the child as possible. Appropriate comments from the leader may include: "WELL, I AM NOT ABLE TO DRAW PRETTY PICTURES EITHER, FEW OF US ARE REALLY ARTISTS: BUT WE ALL DO THE BEST WE CAN, AND HE (OR SHE) DID TRY TO MAKE HIS OWN BOOKLET. LET'S LISTEN TO HIM JUST AS WE WANT EVERYONE ELSE TO LISTEN TO US."

Children who are very reluctant or adamant about sharing their booklets may be excused from doing so with as little attention to his behavior as possible.

One sharing session will probably not allow every child to share his booklet and it is left to the discretion of the leader if further sharing would be beneficial.

MATERIALS:

1. 5 sheets of blank paper for each child.
2. 2 sheets of manilla drawing paper for covers for each child.
3. Stapler to put booklets together.
4. Crayons for each child.
5. Small mirrors (approzimately one for each 2 or 3 children) OR 1 or 2 large mirrors which the children can share.

SUGGESTED FOLLOW-UP: This activity offers the teacher an opportunity to know each student personally. Each student is expressing himself as a unique individual with varying portentials and limitations. After each activity the teacher should collect each student's drawings and use them to help gain insights and understanding of each child. The children will be allowed to have his finished booklet after the teacher has had the opportunity to look them over carefully. This allows each child to have a justifiable sense of accomplishment; he has made a book by himself.

IDENTITY SHEET, LEVEL II (Example)

First Grade--2

My name is ____.

I am ______________ years old.

What I like most. ____

What I want to be when I grow up. ______________________________

IDENTITY SHEET LEVEL III

2-4 Grades

1. My favorite thing is ____
____
2. The thing I dislike most is ______________________________________
____
3. I like to pretend to be a ____
____
4. I feel unhappy when ____
____
5. I am best at ____
____
6. I often wonder ____
____
7. I want to be like ____
____
8. If I were bigger ____
____

BODY

1. "Here are two boys. One is facing you; one has his back to you. Show me the right leg in each picture. Now show me the left leg in each picture." Continue in a similar manner, naming hands and other parts of the body. To reinforce the pictorial impression, tell the children to stamp the right foot, raise the left hand, touch the right knee, and so on. (This will also help develop body schema.)

2. Relationship of the Body to Other Objects: In order for concepts of the relationship of the body to other objects, as well as of body image, to develop, the children should do exercises involving objects. They should climb on a chair, jump over a block, crawl under a table, go around a desk, stand in a box, step out of a circle, and so on, which can be done in the form of a game, such as an obstacle race, or by command. Sometimes the children should say or shout what they are doing as they do it, so that work, action, and position become firmly associated.

3. Assembling Features and Body Parts: Provide the children with round or oval pieces of paper or cardboard. Ask them to cut from a piece of paper, shapes representing eyes, nose, and mouth, and have the childred place the shapes on the round or oval pieces in correct postiions. (At first, the proper positions may be marked on the disks, then blank disks should be provided.) When the children can perform this task successfully, more features should be added. If the children have difficulty, draw a model figure on the chalkboard and the children can practice placing the pieces they have cut out in their proper positions. Then they should try to put the pieces together without a guide.

4. Locating Parts of the Body: The children should locate and count the different parts of the body on themselves, on each other, and on a doll. Discuss the function of each part. (This exercise applies only to nursery school children, children entering kindergarten, and academically retarded children.)

5. Awareness of Parts of the Body: Ask the children to lie on a flat surface such as the floor or tables. They should be told to try to be aware of the different parts of their bodies as they lie still, to stretch and to relax, to listen to and be aware of their own breathing. They should be told to touch various parts of their bodies as you name them, and then to raise or move the part named-- the legs, the arms, hands, fingers, head, and so on. The same exercises can be repeated with the children in different postures: sitting, kneeling, and standing. A musical accompainment may facilitate the ability to move and thus enhance awareness of the body and its parts, but because it can also distract it should be used sparingly. In fact, it is sometimes helpful to exclude even visual stimuli by having the children perform the exercises while blindfolded or with their eyes closed, so that they can concentrate on the body exercises as nearly unhindered as possible.

6. Drawing Human Figures: Draw human figures on the chalkboard, part by part, the children touching the part on themselves as it is drawn and saying what comes next. For instance, say, "Now I am drawing a head on the board. Touch your head. Good. What comes next? That's right, the neck. Touch your neck. I am drawing the neck under the head. What comes next?" and so forth. The same should be done with each child touching another, so that he can observe on the other child, as in a mirror, the ways in which the different parts of the body are related to each other. (This exercise applies only to nursery school, beginning kindergarten, and academically retarded children.)

7. Exercises for Laterality: The teacher addressed the class: "Raise your right hand...raise your left hand... point your left hand." She then addressed individual children: "Let me see your left hand." "Show me the hand you write with," and so on.

SENSES

1. Games for the five senses

Materials:

1. Five men's hnadkerchiefs for blindfolds.
2. Pine-scented spray.
3. Touch game: Brown bad with following objects: yarn, small brush, key, rubber plug, rubber band, rock.
4. Smell game: half of lemon, scented talc, ground coffee, newspaper bar of soap.
5. Taste: apple, potato, onion.
6. Knife to slice apple, potato, onion.
7. Toothpicks.

Procedure: (Have all materials in a large paper bag hidden from pupils view.)

Introduction: "TODAY WE ARE GOING TO PLAY SOME GAMES. TO HAVE THE MOST FUN, IT IS NECESSARY FOR EVERYONE TO FOLLOW INSTRUCTIONS CAREFULLY. FOR THE FIRST GAME, I WILL SHOW YOU WHAT TO DO AND THEN TELL YOU WHEN TO DO IT. FIRST, WATCH ME BUT WAIT TO DO IT WHEN I TELL YOU."

(The leader demonstrates by closing his eyes and corking his ears.)

"NOW, EVERYONE DO WHAT I JUST DID; CLOSE YOUR EYES TIGHTLY AND CORK YOUR EARS."

(Spray room with pine-scented spray. Obtain the children's attention by clapping loudly and asking them to open their eyes.)

"DO YOU NOTICE SOMETHING? WHAT COULD IT BE?" (When they recognize the scent, ask:) "How DID YOU KNOW? CAN YOU FEEL IT? CAN YOU SEE IT?"

(Tell the children that there are four other ways of knowing what is happening around them and see if they can name them (seeing--hearing--touching--tasting.) Explain that these ways of knowing things are called the five senses. Tell them you want to play some more games to show them some things about these ways of knowing.)

A. TOUCH GAME

(Select five volunteers to come to front of room and blindfold them. Take bag with objects for "Touch Game" and let each person feel objects but do not tell what they are until asked. After each person has a turn, take off blindfold and let each one tell what he felt in the bag. Then take out all objects for everyone to see. Ask the students who participated if it was difficult to tell what the objects were without seeing them.)

B. SMELL GAME

(Select five other volunteers and blindfold them. Tell them to smell the objects you hold under their nose but do not tell what they are smelling until asked. Allow the first child to smell the first object, the second to smell the second object, etc. until all the volunteers have smelled an object. This is necessary because of the group dynamic phenomenom which tends to cause members of a group to support what others are reporting if they are not absolutely sure of their responses. Repeat this procedure two or three more times.)

C. TASTE GAME

(Select three volunteers for "taste game". Warn them NOT to volunteer if they are fussy about the foods they eat. Blindfold the volunteers and tell them to hold their noses so they can't smell anything. Slice small pieces of the potato, onion, and apple. With a toothpick, place a small piece of apple in one child's mouth, a small piece of onion in the second one's, and a small piece of potato in the third child's mouth. Have them tell you what they are tasting while still holding their noses. Without the sense of smell, it will be difficult to tell one from the other.)

D. SIGHT GAME

(The importance of sight might be illustrated by having a child volunteer to describe a pet to the leader who pretends to be blind. You close your eyes and remember the description must be adequate to make up for lack of seeing the size, color, etc. and ask for more information.)

Conclusion: Remind the children that they have been using the senses of hearing and seeing all during the acitivity.

Interpretation: This activity emphasizes to the children the importance of being aware to experiences through all five senses. Without the senses one could not learn, for they are the gateway to the world.

2. The purpose of this exercise is to make the student depend on his sense other than sight for receiving the world, and to let him experience dependence on another. One student closes his eyes and another takes him on a walk outdoors. No talking is allowed so that they must develop some communication system other than speech. The leader takes his partner around on interesting side trips to explore objects non-visually and to experience different sensations like running, feeling water, mud, grass, trees, rolling, swinging on swings, going down a seesaw.

OBJECTIVE 14: TO INCREASE SENSITIVITY TOWARDS THE FEELINGS OF OTHERS

1. A kindergarten class, in studying emotions and feelings, discussed how tears show sorrow and pain and how smiles show happiness and pleasure. After the teacher was sure that the children could recognize each emotion by noting various facial expressions, she showed the class a picture of a little girl smiling and said, "GIVE ALL THE DIFFERENT KINDS OF REASONS YOU CAN THINK OF WHY SHE IS SMILING". Many responses were give. Then the teacher said that maybe the girl was smiling because she was going to be married. She then asked the class, "WHY WOULDN'T THIS BE POSSIBLE?" These kinds of ideas were offered:

   The girl couldn't even see over the wheel of a car.
   The girl probably didn't have enough money.

   The girl couldn't clean a house because she was too little.
   The girl was too young to get a license.
   The picture didn't show the boy who she would marry.

2. Students make a who' who book about class members. Each member has a page devoted to him. School pictures may be included; also particular interests or hobbies. Other things could be added as the year progresses.

3. The teacher asked the class to pretend that "tomorrow a rocket ship will land on the playground and after a few hours it will take off for a new planet. Imagine that you are responsible for selecting 100 persons who will board the ship and blast off to build a new world. Because only 100 persons will be allowed to go, you must carefully decide as many different ways as you can for selecting the most valuable people. When you make your suggestions, also give the reason for your choice." The teacher wanted the children to realize the value of social interdependence.

4. To develop the concept that the United States is a melting pot, one teacher used a large world map and chart made by the children. Each child drew his own delf portrait and attached this around the outside of the world map. Each child had a different colored piece of yarn which led from the portrait to that country on the map where his or her ancestors had come from that country. These projects depiciting the "melting pot" concept were used as bulletin board displays in the classroom.

5. Discuss an interview-- Most students have seen an interview on TV. Some of the students may tell about interviews they have seen. Decide what type questions should be asked in an interview:

   a. What is your name?
   b. When is your birthday?
   c. Where were you born?
   d. Do you have any brothers or sisters?
   e. Do you have any pets or hobbies?
   f. What do you like to do in your free time?
   g. Have you been to any other schools?

   Include a picture on the interview. Take a polaroid snapshot of each child or each child draw is own picture.

6. Discuss this situation with your class: "One child spits on another. What do you do if this happens? What if you were the boy who was doing the spitting? Why did you do it? What do you think should be done to you?"

7. During an art unit the class had discussed the topic of color. They had discussed the feeling we experience as we observe different colors, the human qualities that we associate with specific colors, the various moods created in art work by the use of color. The teacher then used this unit as a undesirable personal characteristics of people. In order to emphasize the importance between likable and unlikable personal characteristics the teacher structured an art lesson in the following manner:

    1. She asked each child to draw a figure who by its expression, gestures, posture, etc. exemplified certain favorable or unfavorable personal characteristics.

    2. She suggested that they might consider emphasizing such characteristics by coloring parts of the body in a color that would convey the appropriate personal characteristic.

    3. She suggested that different emotions or changeable feelings and attitudes we all have might be illustrated by varied use of color.

    4. At the close of the period the teacher asked the children to show their pictures so they could all guess what kind of a person each had drawn.

    One most expressive design was created by a child who explained his picture this way:

    > This girl has red feet because she sometimes loses her temper and throws fits by kicking the furniture. Her hands are orange because she likes her kitty and makes it happy by patting its head.
    > Her mouth is yellow like sunshine becuase she says kind things to old people.
    > Her dress is green because she is such an outgoing girl.

8. The teacher asked the children to pretend to be something they had never before thought of being. Then she asked children to draw a picture of different kinds of people, creatures, or things they would most like to be. Children enjoyed the freedom of their own selection better than being asked merely to illustrate a story. The wide variety of characters chosen included:

    movie stars
    housewives
    monsters
    frogmen
    dogs
    policemen
    space pilots
    queens
    birds
    jet planes
    soldiers
    flowers
    pirates
    nurses

9. As part of a unit on children of other lands, the class had discussed the scarcity and high cost of paper in Japan. The teacher asked each class member to "pretend that your family is so poor they cannot afford to pay a high price for paper and to name as many different types of writing surfaces you can and tell where you would find these or how you could make them." During the school year the class had been exposed to concepts of supply and demand, scarcity and abundance, etc., and this activity served as an illustration of these concepts. The teacher also wanted children to realize that objects can be utilized or can function in many different ways and by thinking of different uses for common objects some might be found that could be adapted as writing surfaces.

10. Americans are on the move! Out of 200 million Americans, 40 million move to different places each year. Most move only within their own city or town, but some move hundreds of miles away. What percentage of Americans move every year? Why do you suppose this many people move every year? Make a list of your reasons. What are some of the problems or disadvantages of this mass movement? Can you think of some benefits or advantages in mass movement? How do you feel about moving--is it exciting or awful? These questions were explored by the teacher in order to investigate attitudes about our current social system and to allow children to evaluate these in terms of their own values.

11. The purpose of this game is to give the students a vehicle by which they can express their perceptions of the teacher and of each other. The teacher first uses himself as the object of attention, "What animal do I remind you of?" He notes down on the chalkboard the different choices and asks why a choice was made (listing the "why" also). He then emphasizes what his positive qualities were by double underlining. He then encourages the students to do the same with a statement like "It's good to know what strengths others see us having, so we can build on them."

12. Films (From Atlanta City Schools Film Library and Atlanta Public Library Fine Arts Department)

01000037 Peers	"Fun of Making Friends", B/W, Coronet, 11 minutes, 1950, for primary grades. Making and keeping friends is a give and take process.
01000067 Family	"Our Family Works Together", B/W, Coronet, 11 minutes, 1958, for primary grades. Shows a young brother and sister as they help around the house and prepare a surprise.
01001932 Peers	"People are Different and Alike", Color, Coronet, 11 minutes, 1967, for primary and intermediate grades. People are more alike than different.
01900053	"What to Do About Upset Feelings", Color, Coronet, 11 minutes, 1964, for primary and intermediate grades. Provides suggestions for overcoming upset feelings.

13. THE NICE WAY TO SAY IT Game

Let the children act out the nice way to tell someone and the poor way to tell someone:

1) to help you do something
2) that he should not play in a certain place
3) that you don't want to play today
4) that he is not playing fairly

Children may think of additional activities.

14. Art Activity to help children see what different ideas and values each has from the others.
Have each child draw a picture of the most beautiful thing that he has ever seen, or the funniest, or the most frightening. Have everyone draw on the same theme. Let each child tell his picture. Point out that we are often different in what we consider beautiful, funny, etc.

15. Reflective Listening.
To see how others perceive things and to receive the inputs nonjudgementally. Listen carefully to others as they describe something that gave them a good or bad feeling. Can you think of similar experiences that made you feel that way? How can you show that you care how someone else feels? How can students help one another feel better?

16. Give students a list of all the students in the class. Ask them to write the very best thing they can think of about each person. Then distribute the good things said about each person to the respective person.

17. The purpose of the game is to have the student summarize the statement of his conversation before making his own statement. For example, with third graders the teacher starts a conversation and demonstrates how to summarize what her conversation partner says. Then the teacher would say what she had to say and expect her partner to summarize what she had said. Once the class has experienced this discipline, the teacher can use it at times with individuals she feels are not listening to her or to other students.

18. Students make a who's who book about class members. Each member has a page devoted to him. School pictures may be included; also particular interests or hobbies. Other things could be added as the year progresses. This activity can be used to improve academic skills, such as writing, spelling.

19. Student Interviews

a) Discuss an interview--Most students have seen an interview on TV. Some of the students may tell about interviews they have seen. Decide what type questions should be asked in an interview.

   1. What is your name?

   2. When is your birthday?

   3. Where were you born?

   4. Do you have any brothers or sisters?

   5. Do you have any pets or hobbies?

   6. What do you like to do in your free time?

   7. Have you been to any other schools?

b) Form into teams of two--Each child will need a pencil and paper. The children interview each other and take notes.

c) Each child writes up information about his partner.

d) Include a picture on the interview. Take a polaroid snapshot of each child or each child may draw his own picture.

e) Each child reads his interview to the class.

20. Divide the class into 3 or 4 groups and choose one person from each group to be "it". Bring the first group to the front of the room and tell them to all get into a tight circle, except for the person chosen to be "it". Then, the person who is "it" tries to get into the circle with the group trying to close up tight enough to keep him out. Give them 2 rules before they begin: "(1) LISTEN TO YOUR INSTRUCTIONS, (2) TRY NOT TO HURT ANYONE." Allow the game to proceed until the person who is "it" either succeeds in getting into the group or he gives up.

Allow the other groups chosen to take turns playing the game. If one person was unsuccessful in getting circle, begin your discussion with questions directed to that group. Then generalize to include the rest of the class.

1. DID ANY OF YOU GET SQUEEZED OR HURT OR FEEL UNCOMFORTABLE IN THE GAME? WHAT HAPPENED? WHY?

2. DID THE PERSON TRYING TO PUSH INTO THE GROUP GET HURT A LITTLE WHILE TRYING?

3. HOW DID IT FEEL TRYING PUSH INTO THE GROUP WHILE THEY WERE TRYING HARD TO KEEP YOU OUT?

4. HOW DID YOU FEEL WHEN YOU COULDN'T GET IN?

5. HOW DID YOU FEEL WHEN YOU FINALLY DID GET IN?

6. DID THE PEOPLE IN THE GROUP KNOW THAT THEY WERE SQUEEZING AND PERHAPS MAKING THE ONES NEXT TO THEM HURT OR FEEL UNCOMFORTABLE WHILE THEY WERE TRYING TO KEEP THE PERSON OUT?

ASK WHICH ONE WANTS TO PRETEND TO BE THE ONE "LEFT OUT". Present the following situation for them to role play:

"FIVE OF THE GIRLS ARE OUT AT RECESS PLAYING A GAME. (Let them decide what the game is to be. If the children have difficulty deciding on a game the leader may help them by suggesting a game. Have the five girls form a circle, holding hands, to symbolically show they are playing the game if it is one that cannot be acted out in the classroom.) THE SIXTH GIRL COMES UP TO THE GROUP AND ASKS TO PLAY. THE GROUP REFUSES. Encourage them to make their own expressions of the way they would refuse. ASK THE ONE BEING "LEFT OUT", 'WHAT WOULD YOU DO NOW'?" This may be repeated using a group of boys. The symbolic ring may be needed to represent a game, such as kick ball.

Questions for discussion:

1. HAS SOMETHING LIKE THIS EVER HAPPENED TO ANY OF YOU? (Encourage individual responses.)

2. HOW DID YOU FEEL WHEN THE GROUP SAID 'NO'?

3. WHEN YOU PLAYED THE GAME AT THE BEGINNING SOME OF YOU HAD TO BE SQUEEZED TO PUSH AND MAYBE BE HURT A LITTLE TO KEEP THE PERSON WHO WAS "IT" OUT OF THE CIRCLE. CAN YOU FEEL "HURT" INSIDE WHEN YOU ARE LEFT OUT OF A GROUP THAT IS PLAYING? COULD SOMEONE IN THE GROUP "FEEL BAD INSIDE" BECAUSE THE GROUP KEEPS SOMEONE OUT?

4. WHAT ARE SOME TIMES AT HOME OR AT SCHOOL THAT YOU MIGHT HAVE FELT "LEFT OUT"?

5. WHAT WOULD BE THE BEST THING FOR YOU TO DO WHEN YOU FEEL "LEFT OUT?"

Conclude: "WE HAVE PLAYED GAMES IN WHICH SOMEONE WAS "LEFT OUT". WE HAVE TALKED ABOUT TIMES WHEN WE MAY HAVE FELT "LEFT OUT". EVERYONE HAS THIS FEELING SOMETIMES. WE NEED TO THINK ABOUT WHAT IS THE BEST THING FOR US TO DO WHEN THIS HAPPENS. WE ALSO NEED TO KNOW HOW SOMEONE ELSE FEELS WHEN HE IS "LEFT OUT".

OBJECTIVE 15: TO EXPRESS FEELINGS SPONTANEOUSLY

1. The purpose of this exercise is to have students verbalize feelings about which music of different types and at different places arouses in them. The teacher prepares selections from sitar, rock, folk classical, religious, and commercial music. She gives instructions describes and employs a rating system which distinguishes between superficial response ("It's okay.") and genuine feeling ("I feel peaceful.") She uses the blackboard to record responses.

2. The teacher asked the class to use their imaginations by pretending they were puppets. The puppeteer is very new, inexperienced, and moves very slowly. He pulled only one string at a time (teacher demonstrated with a real puppet). While music was played children were asked to express their feelings about the music by performing like a puppet; to run,jump, roll and stretch, etc. very slowly with a lot of feeling. (Some children are much slower than others in letting themselves go in this way, but those who did seemed to be much more courageous).

3. The purpose of this game is to give students practice in gestural, facial, and nonsense sound communication. The teacher gives each student a "sound" expressing a feeling such as one of those from the preceding game. The teacher then sets three role-players in a situation around the "family breakfast table," for instance, where they must communicate using only their assigned sound. This is ended by a class discussion on the limitations or greater ranges of capacities to communicate non-verbally.

4. The purpose of this exercise is to develop ability to let yourself relax physically into the arms of another. The class is divided up into pairs. Each of the two individuals stands looking in the same direction. The one in front spread-eagles his arms and lets himself fall back on the other person, who catches him before he hits the floor. Then they trade off. One student gives another a head-roll. Hands clasped underneath the other's neck, he rolls the other's head around and up and down. Then he relaxes the other's arms by shaking them out and massaging the tense places.

5. The purpose of this game is to release physical tensions and increase the student's awareness of his body. The teacher starts with deep breathing exercises in which only the diaphragm, not the chest expands and contracts. The teacher has the student lie on their backs and coordinates stretching their bodies in any way they feel they need, stretching on the inhale and going limp on the exhale. Next the teacher plays a soft classical symphony. She has the students raise their hands above their heads and move them through the air in response to the music. Next she has the students set up and, with their feet in one place, move their whole bodies in response to the music (eyes closed throughout). Finally she has them move around until they meet someone with whom they will move together as a pair.

6. The purpose of this game is to express feelings without words. The teacher assigns an emotion to each student and has him make a gesture or non-word sound which expresses that emotion. When students are adept enough, the teacher can rate each performance on a running point chart. Sample emotions that can be given are tired, bored, excited, helpless, etc.

7. The purpose of this exercise is to make an informal psychological evaluation of the students in your class. The teacher locates and cuts out pictures from magazines on a limited number of personal and interpersonal topics, such as lonely people, happy people, parents scolding children, parents praising children, children crying, a boy running away from home. The teacher selects a picture for each student and has each write a story about it.

8. Happy Pictures Method--Ask the children to draw pictures of things or people that make them happy. Compile the drawings and let the children develop an experience story. Point out to the children that the things or people that make them happy are things or people that they love or that love them. These things give them a sense of security.

   Variation -1) Let the children find pictures in books or magazines that they think represent love and security.

   Variation -2) Develop a unit on the family in which you discuss the love and security a family offers.

   Variation -3) Discuss God's love for us as His children and the type of security we find in Him.

9. Sharing of Feelings--To become aware of one's own feelings and talk about self. We seem to get closer when we feel with one another. One way to begin to feel closer is for each to share something that has happened to you recently that gave you a good feeling and/or one that gave you an uncomfortable feeling. Another way is to share what students feel good or bad about as they play out some role. What does it feel like to be left out?

10. Method-- Discuss happiness and sadness with the children and the facial expressions that go alông with each. Arrange the children in a semi-circle. Ask the children to look at the persons sitting next to them to see if the face is happy or sad. Ask one of the children to "put on" a happy face. The others should look at his face and tell how they know he is happy. Label this expression a "smile" and ask the children to suggest some things that make them happy.

    Choose another child to "put on" a sad face and ask the others to describe it. Label this expression a "frown" and discuss the things that make us sad or unhappy.

    Variations: 1) When the children seem to understand the differences between a smile and a frown, pass out small hand mirrors and ask the children to look at themselves as they make smiles and frowns. Ask them to notice how their faces change when they change expressions.

11. "You and I feel and act differently at times. Show me how you would act when you feel silly. Show me how you would look when you feel happy. Show me how you would look when you feel angry. Now, show me how you would act when you feel very tired and very sleepy."

"Okay, now let's talk about some different kinds of feelings."

Tell about something that might make you feel sad.

Tell about something that might make you feel tired.

Tell about something that might make you feel excited.

Tell about something that might make you feel angry.

Tell about something that might make you feel afraid.

Tell about something that might make you feel silly.

(Procedural technique: It is vital that the above portion of this activity be carried out at a slow pace. There may be pauses in responses, however, it is important to allow and encourage all of the children who wish to respond and verbalize feelings. It is important to allow time for the association of the word with the experience of the feeling. The leader may need to help some children to express and clarify their experience.)

Alternate procedure: Use more words such as jealous, mean, happy, grouchy, ashamed, etc.

NOTE: This activity provides the opportunity for observation and identification of some children who may need extra help and support.

Attachment G

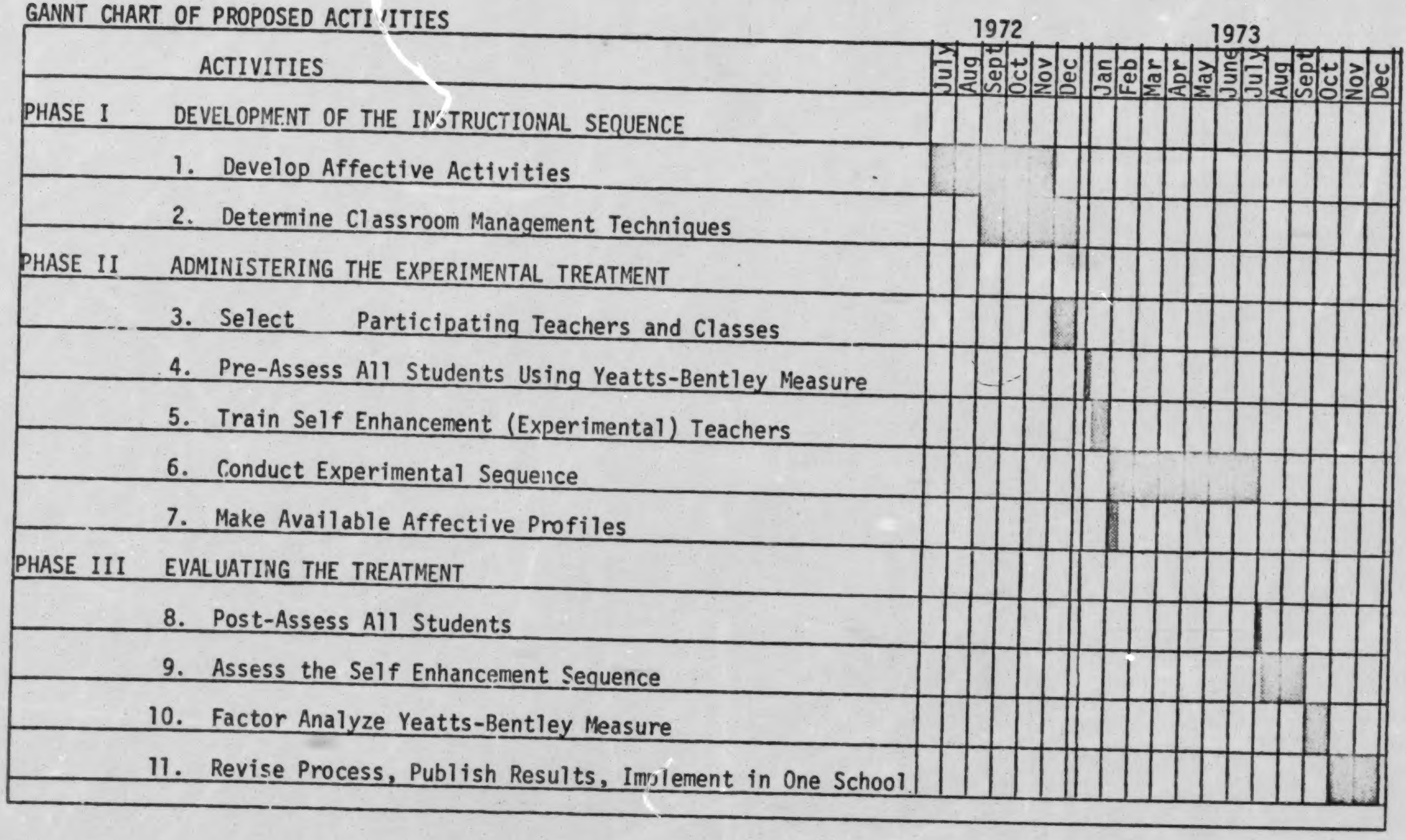
The Treatment

Pearlie Yeatts, professor of educational psychology at the University of Georgia conducted a series of workshops to explain the nature of the project, how to manage an affective environment and how to implement the proposed activities.

Further pages of this attachment describe topics covered by Dr. Yeatts in her series of workshops. Included is a Gannt Chart covering the full range of the project activities. Attachment D is the manual used for teacher orientation.

WORK PROCEDURES

GANNT CHART OF PROPOSED ACTIVITIES



ACTIVITIES	1972						1973											
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
PHASE I DEVELOPMENT OF THE INSTRUCTIONAL SEQUENCE																		
1. Develop Affective Activities	▨	▨	▨	▨	▨													
2. Determine Classroom Management Techniques			▨	▨	▨	▨												
PHASE II ADMINISTERING THE EXPERIMENTAL TREATMENT																		
3. Select Participating Teachers and Classes						▨												
4. Pre-Assess All Students Using Yeatts-Bentley Measure							▨											
5. Train Self Enhancement (Experimental) Teachers							▨											
6. Conduct Experimental Sequence								▨	▨	▨	▨	▨	▨					
7. Make Available Affective Profiles								▨										
PHASE III EVALUATING THE TREATMENT																		
8. Post-Assess All Students													▨					
9. Assess the Self Enhancement Sequence														▨	▨			
10. Factor Analyze Yeatts-Bentley Measure																▨		
11. Revise Process, Publish Results, Implement in One School																	▨	▨

6/28/72

MEETING W/PEARLINE YATES

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Discussed activities being collected:

1) More emphasis on creating a "successful exper ice" for each child is needed.
2) Activities to involve parents in the classroc - ex. parent comes into classroom to discuss with children ring about others.
3) Utilize various media available- ex.
    1) Brownie camera (inexpensive)- Children ma ake their own pictures.
    2) Teacher can develop a series of slides wh children could view (with small viewfinder)- and c te a story about the scene on the slide.
    3) The story can be recorded on a tape casse (by the child) and replayed at anytime by the chi or other children in the class.
    4) Older children may be asked to write stor s for 1st graders to read (also the older children n go into the 1st grade classroom and work with the st graders.)
    5) Developing group closeness- have class de gn a class flag, mascot, etc.
    6) Developing a sequence of activities on a pic. ex. math, that each child can succeed at.
    7) Regularly build on an activity which a ch d can already do successfully.

Bibliotherapy- reading stories and relating to the cha cters

- Lisa will draft questions for teachers to ask a ut specific books to ensure that all teachers utilize implica ons found in the stories to draw children into profitable d cussions.

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Meeting 10/24/72

1. Teacher Task

Objectives 13 & 14

Focus on the good qualities in your colleagues. Keep a list of these good qualities for each of your fellow teachers. Point out these positives to the specific teacher and express them with the other teachers working with her.

*Keep these lists and bring them to our next session.

Student Task

Discuss with the class the concept that we all have good and bad points.

In the discussion ask them:

a. Think of the good things about your best friend. (Who may or may not be in this class.)

b. Does your best friend do anything that you do not like?

Point to bring out: We all do things that others don't like, but we all do some things that people like.

Also ask:

1. How do you feel when someone tells you good things about yourself? Bad things?

Task

Give students a list of all the students in the class. Ask them to write the very best thing they can think of about each person.

2. Doing Things for the First Time

Objective 3

Teacher Tasks

Example - Counting with the Base 6.

Give teachers "pencil & paper" problems using the Base 6. Then allow them to use blocks to solve the problems.

- The problems are difficult to solve on paper, but simple when using blocks. (This is how children experience doing things for the first time.)

Example - Me and My Shadow activity

Have someone demonstrate modern dances to the teachers. "Encourage" them to try the dances. The teachers can suggest activities that can be done on this format in the classroom.

Minutes of Staff Meeting
Friday, July 7, 1972

AGENDA: Self-Concept Project (Dr. Yeatts)
Progress and Problems

Dr. Yeatts provided an explanation of the self-concept for staff members which included the following points:

(1) The self-concept is not fully developed when the child comes to school; he has a self-concept regarding his home and family, but not regarding the school as an institution.

(2) In developing activities to fulfill objectives, the following points should be remembered:
   - I. Appropriate mismatch, self-regulating activity, child should be the active participant (initiator as well as reactor).
   - II. Skills taught should be applicable to everyday life.
   - III. Involvement
   - IV. Feedback or reinforcement
   - V. Self-evaluation or assessment
   - VI. Creativity (open-ended activities)
   - VII. Develop system of values in individual (self-evaluation of one's human-ness)
   - VIII. Need for aesthetic experiences to go beyond child's own perceptual environment
   - IX. Help child bring personal meaning to what's happening.
   - X. Success - must involve growing; person is not successful if he already knew how to do something.
   - XI. Flexibility: options in meeting each objective.

(3) Overriding instructional techniques:
   - a. Help child develop an awareness
   - b. Mastery - don't insist that child continue to repeat work until he reaches a specified level of success.
   - c. Social interaction: focus on positive.

Classroom Environment

I. Adult-Child Interaction
Child-Child Interaction

II. Physical Environment

- (a) lighting, temperature
- (b) esthetic-painting, etc.
- (c) changing esthetic aspects

III. Management

- (a) continuity between and within activities during the day
- (b) dealing with a child as part of a group and apart from the group-space in room to be alone
- (c) congruity and incongruities between home and school
- (d) positive teacher-pupil relationship
- (e) motivation- appropriate activities to keep children interested- cuts down on discipline problems
- (f) teachers- view of self- am I competent?
- (g) teachers view of children

IV. Specific Activities Offered Children, including suggested resources for other activities.

Self Concept Project

The self-concept is the way an individual perceives himself in relation to others and to his own self. What he thinks and feels about himself is greatly determined by his relationship with others in his environment. Their feedback send messages to him about his essential nature. If the feedback is positive, he will feel that he is accepted, loved, and respected and as a result of this, he will develop a good self-image. It is amazing how much one can accomplish when he views himself positively just as it is pathetic how little one can do when he lacks confidence in himself. A child's self-concept is the most important determinant in his learning experience. If he thinks well of himself, he will be able to approach school with zim and zest. If he thinks poorly of himself, he will view school negatively as another place where he will not succeed and consequently, he will indeed not succeed. Often this low self-image is manifested by either disruptive behavior or withdrawal from the group.

The problem for educators is how do we go about providing the optimum environment for creating positive self-concepts in our students so that they will be able to derive maximum benefit from school and become fully functioning individuals. This task becomes more manageable if we consider the individual components which contribute to the total development of a positive self-concept. Activities and educational programs which skillfully provide for each one of these components will create individuals who view themselves as totally adequate, fully-functioning people. These components of the process of developing a positive self-concept are:

1. Experience- Experience can be divided into two parts.
   (a) Concrete experience: Concrete activities where the child can manipulate objects are an important aspect of the thought process of the young child.
   (b) Real Experience: Whenever possible, the child should play with real objects rather than with toy copies and he should view first hand the actual functionings of nature and society.

2. Can-ness- The possession of skills and knowledge creates a feeling of can-ness in an individual. He knows that there are certain things that he can do.

3. Involvement- Games and other activities which foster cooperation and identification with others are essential to the development of trust in oneself and others as well as mutual need.

4. Reinforcement- Respect, trust, and acceptance by others (both peers and non-peers) positively reinforce the individuals view of self.

5. Evaluation and Assessment- The opportunity to frequently evaluate and assess one's achievement enables an individual tosee his progress and to comprehend that development is a fluid process which constantly changes. He sets goals, determines when they are reached, and then sets higher goals.

6. Creativity- Openness to experience, freedom to engage in fantasy and "pleasantly crazy" activities create an essential trust in one's own organism.

7. Esthetic Peak Experiences- Natural, uninhibited experiences which reach down into the essential core of the individual foster his creativity and provide him with a release which guides him away from those inhibitions that hinder positive growth of self.

8. System of Values- The society must provide a system of values by which the individual can assess his actions.

9. Personal Meaning- Relevance is vital for all of us. The individual must be allowed the freedom to explore what he deems important in his environment and to discover the meaning of each occurance for himself.

10. Accurate perception of self and others- Experiences which enable the child to see himself, others, things, and ideas more accurately and realistically are critical. Audiovisual aids are an excellent means for this kind of feedback.

11. Success- Reasonable, realistic goals must be set for each individual so that he will be able to experience success.

12. Flexibility- Teaching must be flexible to meet the constantly changing needs of every individual.

Certainly a general atmosphere of openness, flexibility, trust, acceptance, warmth, freedom of thought and words, awareness, and success are necessary in achieving a positive self-concept. Yet all these terms can be so vague. We must go beyond them and devise specific activities for specific factors which enhance the development of a good self-image.

Creating a Positive Classroom Atmosphere

Teachers usually desire to be positive and supportive in their interactions with students. More often than not, however teachers are unable to maintain a positive atmosphere in their classroom. In our educational systems the emphasis in classroom management is often catching a student when he is doing something wrong and reprimanding him. As a result of this negative atmosphere the child often focuses on the negative aspect of the classroom. Since the major emphasis is on punishment he is not aware of the positive feedback given him.

On the other hand if the emphasis is on the positive attributes of the child his focal point becomes the nice things and when restraints must be used, he sees them as being temporary and he can cope with them.

As the teacher considers the atmosphere most conducive to maximum growth he should be aware that all behavior is learned. A child's behavior at any given time is the consequence of the immediate situation and the feedback given him on previous similar experiences. If the child has been given consistent feedback which suggest that he is not able to cope- his reaction will be one of frustration and hostility or he may withdraw thereby removing himself from an unpleasant situation-- This removal from reality may later result in the child becoming a "cop-out" by the use of drugs or other self-destructive means.

As the teacher assesses the classroom environment he should focus on the major determinants of behavior causation. These are the:

1. Personal meaning of the total situation.
2. Overt stimuli in the total situation. i.e. all persons and things.
3. Values brought to the situation by the person.
4. Entering stimuli--i.e. the internalized feelings and perceptions of all past experiences will determine what the person does and does not allow to enter his cognitive perceptual field.
5. Restriction of the cognitive--perceptual field and consequently the emotional reflections and reactions.
6. Time allowed for the child to act upon the environment. The child structures his own learning. The teacher provides opportunities, but only through acting upon and being acted upon does the organism change.
7. Youths view of self-- The way a person feels about his own potential as an able, trustworthy, contributing member of society, will determine his reactions to the world.

The classroom which allows feelings of failure to exist creates an atmosphere of poverty. We might say the child is "poverty of spirit." He does not see hope. He does not believe that he can achieve at a high level. He therefore will not spend the time necessary to becoming a high performing adult.

On the other hand, if the learning environment is to be one where every child will utilize his potential to its fullest it must exhibit:

1. Consistent support. The child is given feedback which allows him to see himself as able to solve problems as they arise.

2. Responsiveness to individual differences and needs. Each expectation will be within the reach of the child. He will be able, by using the knowledge he brings to the situation and the tools made available, to successfully deal with the requirement.

3. Experiences appropriate for each individual. This means that for each learning task multiple options for achieving the goal must be provided.

4. Ability to find the positives the individual brings to the learning and utilize them in expanding and creating new abilities and understandings.

5. Tenacity to continue an open and accepting attitude even during hostile moments. This does not suggest that the hostile behaviors are accepted as appropriate, but that the child is viewed as able.

6. Intense interest in the needs of each child. The teacher sets a climate which supports each child. By giving consistent success experiences he exhibits a caring attitude and as the individual sees himself as successful he becomes a caring-helping human being.

7. Valid opportunities to generate the value of being human--i.e. an atmosphere which creates appropriate mismatches (a sense of congruity, yet enough incongruity to force the child to reach), with appropriate options by which the child can actively solve the problem in his own way produces a pleasurable experience. The child creates a value system which sees learning as pleasurable and himself as able.

8. Emotionally rewarding and cognitively challenging situations. Each teacher must find his own best way to create a positive learning environment, however, some general suggestions for achieving a positive self-concept are:

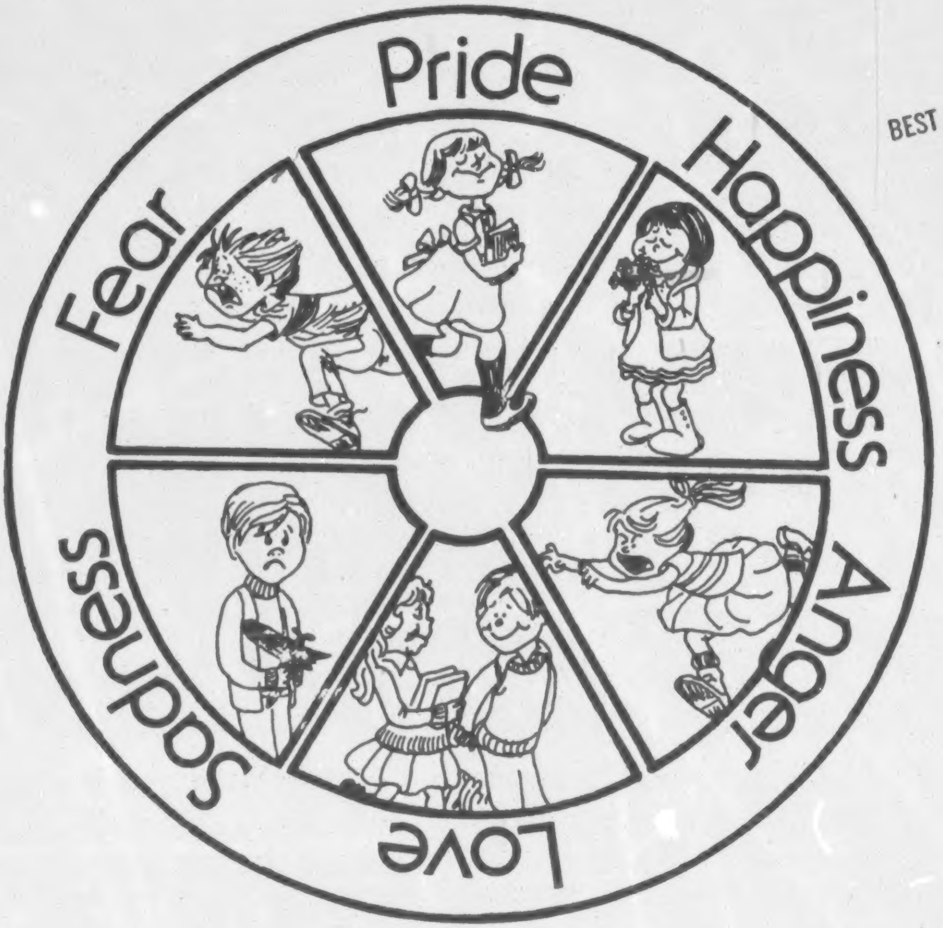
   A. Discuss "how" and "why" rather than just "what". "How" and "why" lead to awareness and depth of comprehension. "What" is more descriptive in nature and does not lead to the understanding of the motivations and causes of the action.
   B. Whenever possible, the children should make objects that they can use, enjoy, and be proud of. This will foster the development of skills, creativity, personal meaning and success.
   C. The interest of every individual should be maximized. Each individual should be encouraged to delve into an area which is of particular interest to him and to share his knowledge with the class if he so desires.
   D. Song, dance painting, clay, music, arts and crafts should be utilized whenever possible, combining creativity and asthetic peak experiences with concrete and real experience, can-ness, involvement, etc.

Attachment H

I Feel, Me Feel

A Publication of Research & Development Services, Metropolitan Cooperative Educational Service Agency, 771 Lindbergh Drive, N.E., Atlanta, Georgia 30324. Telephone: 266-2342

Nothing happens in a child's world that is not connected with his own feelings about things. Good education must take the emotions into account. It must provide an environment in which each child can develop a stronger feeling of self-worth. M-CESA invites you to explore the world of feelings with us.



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Activity

The children had been studying methods of measuring materials, forms, distances, and quantities. To help them deal with open-ended situations for which there may be no solutions, the teacher requested them to consider all of the different things involving people which have no accurate measure such as love, fear, joy, pain, prejudice, energy, hate, etc. and to try to think of ways each of these human qualities might be measured (and ways they are measured which are very inaccurate).

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TO INCREASE ONE'S UNDERSTANDING OF SELF:

In order to develop a healthy personality and to function successfully with other children, a child must acquire means to deal with his inner needs and problems. Activities which help the child gain a better understanding of himself facilitate achievement of this goal.

Activity
The children were asked to imagine that they were someone else or something different and to explore how they would see the world in this new way. The teacher suggested maybe as a giant or a little bug, or a trapeze artist or a Martian. They discussed each other's ideas in terms of: Where would you live? What would your family be like? How would things about you look from this different perspective?

Activity
In order for concepts of the relationship of the body to other objects, as well as of body image, to develop, the children should do exercises involving objects. They should climb on a chair, jump over a block, go around a desk, stand in a box, and so on, which can be done in the form of a game (such as an obstacle race) or by command.

TO ENJOY GROUP PARTICIPATION AND OTHER CHILDREN:

Being able to participate with and enjoy other people is crucial to success and happiness later in life. Social experiences are an important part of the learning process. But these abilities do not come naturally. There is much to be learned from activities which provide students with opportunities to deal with other people.

Activity
Each student begins a selected project. After a specified time interval, the students switch projects and they finish someone else's work. This idea is also appropriate for story writing. The purpose is to appreciate the wholeness of tasks and the building upon the works of others.

Activity
The teacher asked the class to pretend the classroom was an airport. Two chairs placed in each corner of the room represented an airplane ready to take off and an airplane landing. Another chair placed on top of the teacher's desk represented the control tower. The children were asked to make up situations that might happen at the airport. After discussing the operation of the control tower operator and words used between pilots and tower, two pilots and a control tower operator were chosen and they were to make up a dialogue as they imagined events that might happen at the airport. Most of the children imagined the customary safe landing, but several had seemingly impossible experiences. One dialogue between two boys was most unusual as one boy was usually very quiet in class and hadn't participated at all previously.

Activity

The teacher asked the class to use their imaginations by pretending they were puppets. The puppeteer is very new, inexperienced, and moves very slowly. He pulled only one string at a time (teacher demonstrated with a real puppet). While music was played, children were asked to express their feelings about the music by performing like a puppet; to run, jump, roll and stretch, etc. very slowly with a lot of feeling.

Can you help your children feel comfortable in a world built for adults?

People perform to a large degree in relation to how they see themselves performing. An individual's concept of himself influences his academic performance, motivation, creativity, and even IQ. This idea newsletter has evolved from an M-CESA project aimed at developing techniques to enhance the student's self-concept. It is the first of a series of such newsletters, each of which will present ideas to aid you in helping your students to achieve one or more of the following objectives:

- To feel good around grown-ups.
- To enjoy building and creating things.
- To like doing things for the first time.
- To feel good about the school setting.
- To feel adequate developing basic academic skills.
- To like active expression (playing, singing, sports, painting, dancing).
- To enjoy group participation and other children.
- To enjoy reading.
- To feel comfortable doing things alone.
- To feel adequate about personal characteristics (clothing, hair, physical appearance).
- To feel comfortable with elements of the physical world (animals, flowers).
- To enjoy listening to others.
- To increase one's understanding of self.
- To increase sensitivity towards the feelings of others.

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This idea newsletter emphasizes those objectives which are underlined above. A general atmosphere of openness, trust, acceptance, warmth, awareness, and success is most important in achieving a positive self-concept. We would like to go beyond these general terms and devise specific activities which help to promote the development of a good self-image. This letter suggests a few such activities. It speaks to you with pictures as well as words.

TO FEEL ADEQUATE ABOUT PERSONAL CHARACTERISTICS:

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One of the goals of self-understanding is to be able to feel comfortable with one's self. Not everyone can be good at everything. But you don't have to be the best to feel good about yourself.

Activity:
The children had participated in oral reading with feeling. This developed into a discussion of different types of feeling. When the feeling of "fear" was mentioned, some of the children were reminded of bad dreams. The teacher then read this little poem to the class:

Do you ever
Wonder too
What dreams do
When they are through?

A stimulating brainstorm session followed. The children had a chance to stretch their imaginations and explore their own meaning to different kinds of feelings. Another different kind of feeling expressed was that of "failure". Again the children were asked to express how they felt when they failed.

Activity
We put up a picture of an apparently poor but happy-looking man leaning against a door in his chair strumming a guitar. We wanted to get to know him, and we used our imaginations to inquire about him and his situation. We speculated on possible answers to the following questions:

How is he? What is he like?
What has happened to him?
Where is he and why is he there?
What will he do next?

These questions stimulated much curiosity. The children named him Charley, said he'd been through an earthquake--or that the bear rug he was sitting on was once the bear that tore his shirt. They drew "before and after" pictures, wrote plays, wrote music, wrote poems and saw him as a secret spy or hero of imaginative episodes. Play scenes were used to show what they thought his life might have been like.

Attachment I

I Feel, Me Feel

A Publication of Research & Development Services, Metropolitan Cooperative Educational Service Agency, 771 Lindbergh Drive, N.E.,
Atlanta, Georgia 30324. Telephone: 266-2342

THE SOUND OF SILENCE

Hello, darkness my old friend,
I've come to talk with you again,
Because a vision softly creeping,
Left its seeds while I was sleeping
And the vision that was planted in my brain
Still remains within the sound of silence.

In restless dreams I walked alone,
Narrow streets of cobble stone
'Neath the halo of a street lamp,
I turned my collar to the cold and damp
When my eyes were stabbed by the flash of a neon light
That split the night, and touched the sound of silence.

And in the naked light I saw
Ten thousand people, maybe more,
People talking without speaking,
People hearing without listening,
People writing songs that voices never share
And no one dares disturb the sound of silence.

"Fools!," said I, "You do not know
Silence like a cancer grows.
Hear my words that I might teach you,
Take my arms that I might reach you."
But my words like silent raindrops fell
And echoed, in the wells of silence.

And the people bowed and prayed
To the neon God they made,
And the sign flashed out its warning
In the words that it was forming.
And the sign said:
    "The words of the prophets are written
    on the subway walls and tenement halls"
And whispered in the sounds of silence.

—Paul Simon

ACTIVITY

After playing the record by Simon and Garfunkel and distributing the poem, ask the children how they thought Paul Simon felt as he wrote the poem, how they think Simon and Garfunkel felt as they attempted to write the music to fit the words. Then ask, "How do you feel after (a) hearing the song and (b) reading the poem?

Use other poems and music to think about feelings.

Interaction between the children and teacher is a necessary part of cognitive development, and the necessity for teamwork among the children is a recognized teaching principle. Children learn to coordinate different points of view by exchanging opinions and trying to resolve differences of opinion. They are forced to consider and therefore, to go beyond their own egocentricity and consider the reality of another . . . This change in the child is learning. The process of learning is the same for learning math and science as well as love, hate, and self-confidence. In teaching math, the teacher is also teaching feelings. The cognitive and the affective cannot be separated in the process of learning.

TO ENJOY GROUP PARTICIPATION AND OTHER CHILDREN

Nuovo
Ara
Pacis

ACTIVITY

An imaginary government was designed by the class to take care of the needs, solve the problems, and to control law and order in this classroom. Such a government was to be comprised of the best traits and characteristics of other governments (elected officials, open meetings, citizen participation) but also be innovative and different in meeting the needs of its people. As the unit proceeded, field trips were taken to the city hall, local government officials were invited to help the class, interviews were held with presiding government representatives, and library research was conducted. From all this information and data, the class selected, on the basis of their own criteria, those best qualities of government. Where there were gaps or difficiencies they set about designing other qualities to make their imaginary class government as realistic and unique as possible.

ACTIVITY

A teacher of a low-achieving class was particularly concerned about the lack of teacher-pupil verbal interaction in this classroom. In order to provide opportunities for the class to want and be willing to correspond verbally with others, 35-minute brainstorming sessions were held. The rules of brainstorming were discussed and written on the chalkboard. These were:

A lot of ideas generated (fluency)
Withholding judgment because all ideas are, for now, good ideas
Hitchhiking on other's ideas
Do not discuss or criticize--just throw ideas out as fast as you can think of them.

Children were encouraged to take chances and try to respond completely free of restrictions or inhibitions. They were given the choice of selecting on of these three brainstorming topics:

How many food items can you think of that do not have to be prepared
 but can be eaten in their natural form?
How many unusual food combinations can you list?
How many names can you think of for a new kind of cereal?

TO ENJOY LISTENING TO OTHERS

ACTIVITY A

This teacher was interested in developing better listening skills of children. The class had discussed how to get ideas by listening rather than listening only for content. The teacher taped a current speech about a recent social issue in which the speaker was not identified. After playing the first half of this speech, the class brainstormed predictions for the content of the last half. When the last half of the speech was played, the class checked their predictions against what they heard.

ACTIVITY B

Since the class was intrigued with listening for ideas rather than only listening for content, they were challenged to listen to the complete taped speech again and to intuitively make predictions about what kind of person they felt the speaker was. They were to make some educated guesses about his personality, his physique, his family and home life, and his educational background and experience. After brainstorming and recording their predictions, the real identity of the speaker was revealed and the class obtained his autobiography. A great deal of enthusiasm prevailed within this class as they verified their predictions, learned better listening habits, and checked their guesses against facts.

A teacher who can arouse a feeling
for one single good poem,
accomplishes more than he who fills
our memory with rows of natural objects,
classified with names and form.

—Johann Wolfgang Von Goethe

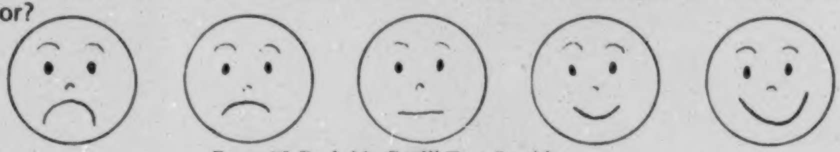
ACTIVITY

The teacher asked the class to pretend the classroom was an airport. Two chairs placed in each corner of the room represented an airplane ready to take off and an airplane landing. Another chair placed on top of the teacher's desk represented the control tower. The children were asked to make up situations that might happen at the airport. After discussing the operation of the control tower, and words used between pilots and tower, two pilots and a control tower operator were chosen and they were to make up a dialogue as they imagined events that might happen at the airport. Most of the children imagined the customary safe landing, but several had seemingly impossible experiences. One dialogue between two boys was most unusual as one boy was usually quiet in class and had not participated at all previously.

FOCUS ON INTERACTION

Questions for Teachers:

1. Can you listen to others and not be sensitive to them?
2. Can you be sensitive to others and not listen?
3. Without the two, listening and sensitivity, how much quality is there in the interaction?
4. Can a teacher provide optimal conditions for a child's learning when the quality of interaction is poor?



From "I Feel, Me Feel" Test Booklet

SENSITIVITY TO OTHERS:

ACTIVITY

A kindergarten class, in studying emotions and feelings, discussed how tears show sorrow and how smiles show happiness and pleasure. After the teacher was sure that the children would recognize each emotion by moting various facial expressions, she showed the class a picture of a little girl smiling and said, "Give all the different kinds of reasons you can think of why she is smiling." Many responses were given. Then the teacher said that maybe the girl was smiling because she was going to be married. She then asked the class, "Why wouldn't this be possible?". These kinds of ideas were offered:

The girl couldn't even see over the wheel of a car.
The girl probably didn't have enough money.
The girl couldn't clean a house because she was too little.
The girl was too young to get a license.
The picture didn't show the boy she would marry.

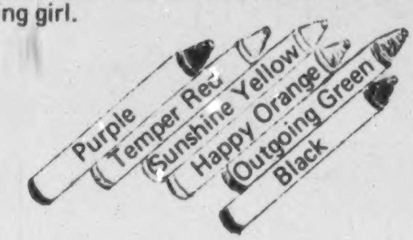
ACTIVITY

During an art unit the class had discussed the topic of color. They had discussed the feeling we experience as we observe different colors, the human qualities that we associate with specific colors, the various moods created in artwork by the use of color. The teacher then used this unit to express desirable and undesirable characteristics by structuring an art lesson in the following manner:

1. She asked each child to draw a figure which by its expression, gestures, posture, etc. exemplified certain favorable or unfavorable personal characteristics.
2. She suggested that they might consider emphasizing such characteristics by coloring parts of the body in a color that would convey the appropriate personal characteristic.
3. She suggested that different emotions or changeable feelings and attitudes we all have might be illustrated by varied use of color.
4. At the close of the period, the teacher asked the children to show their pictures so they could all guess what kind of a person each had drawn.

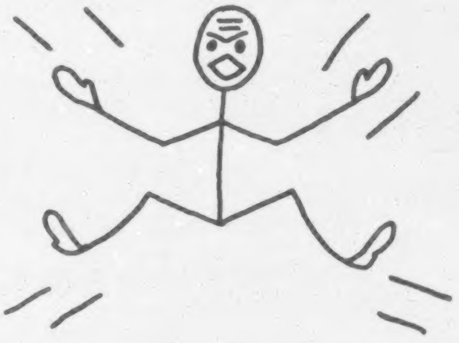
One most expressive design was created by a child who explained his picture this way:

> This girl has red feet because she sometime loses her temper and throws fits by kicking the furniture. He hands are orange because she likes her kitty and makes it happy by patting its head. Her mouth is yellow like sunshine because she says kind things to old and sick people. Her dress is green because she is such an outgoing girl.

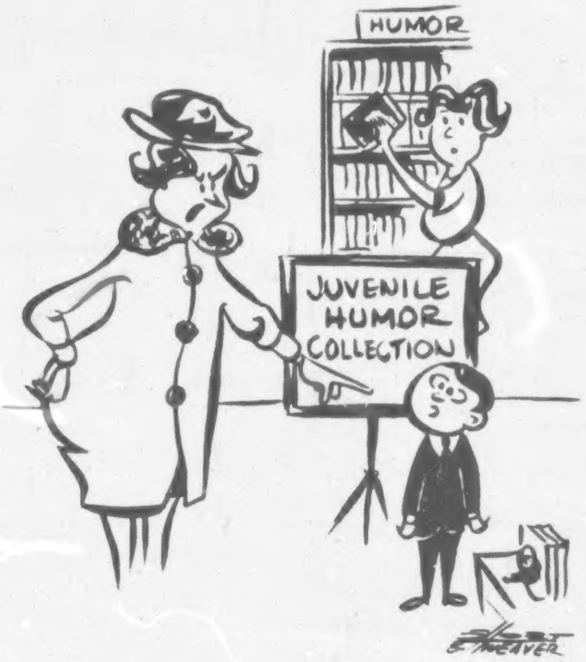


Americans are on the move! Out of 200 million Americans, 40 million move to different places each year. Most move only within their own city or town, but some move hundreds of miles away. What percentage of Americans move every year? Why do you suppose this many people move every year? Make a list of your reasons. What are some of the problems or disadvantages of this mass movement? Can you think of some benefits or advantages in this kind of mass movement? How do you feel about moving---is it exciting or awful? These questions were explored by the teacher in order to investigate attitudes about our current social system and to allow children to evaluate these in terms of their own values.

BUILD VOCABULARY AND SENSITIVITY: HAVE CHILDREN "DRAW" THEIR NEW VOCABULARY SENTENCES.



Victor often gets frantic! What makes him get into such a condition?

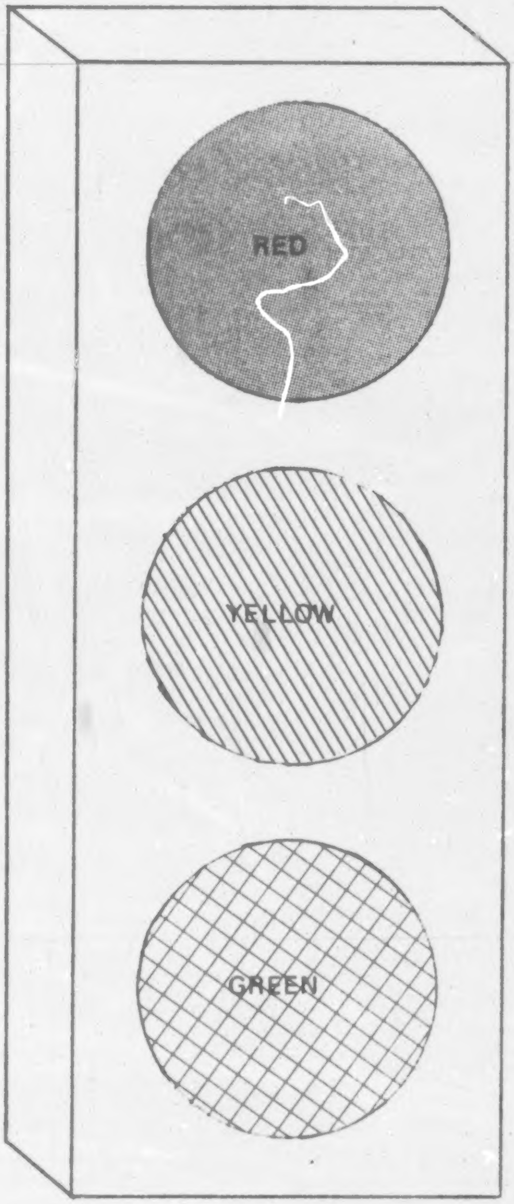


"You're going to be happy or I'll break your neck!"

Teacher Task:

Focus on the good qualities in your colleagues. Keep a list of these good qualities for each of your fellow teachers. Point out these positives to the specific teacher and express them with the other teachers working with her.

SUGGESTION FOR CLASSROOM MANAGEMENT:



Have stop light as signal for classroom interaction level.

Red light:	Quiet period; raise hand for help
Yellow light:	Caution about disturbing others; limited interaction permissable
Green light:	Open interaction

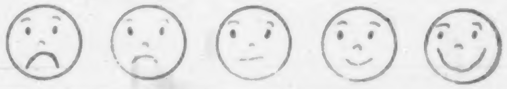
HAVE CHILDREN EVALUATE THESE ACTIVITIES:

Try any activity which catches your eye. Pass out copies of the "I FEEL, ME FEEL" faces and let the child shade the face that best describes how he liked the activity. When you've tabulated the responses, we'd enjoy hearing how the children felt. Tabulated responses should be sent to:

I Feel, Me Feel
% M-CESA
771 Lindbergh Drive, N.E.
Atlanta, Georgia 30324

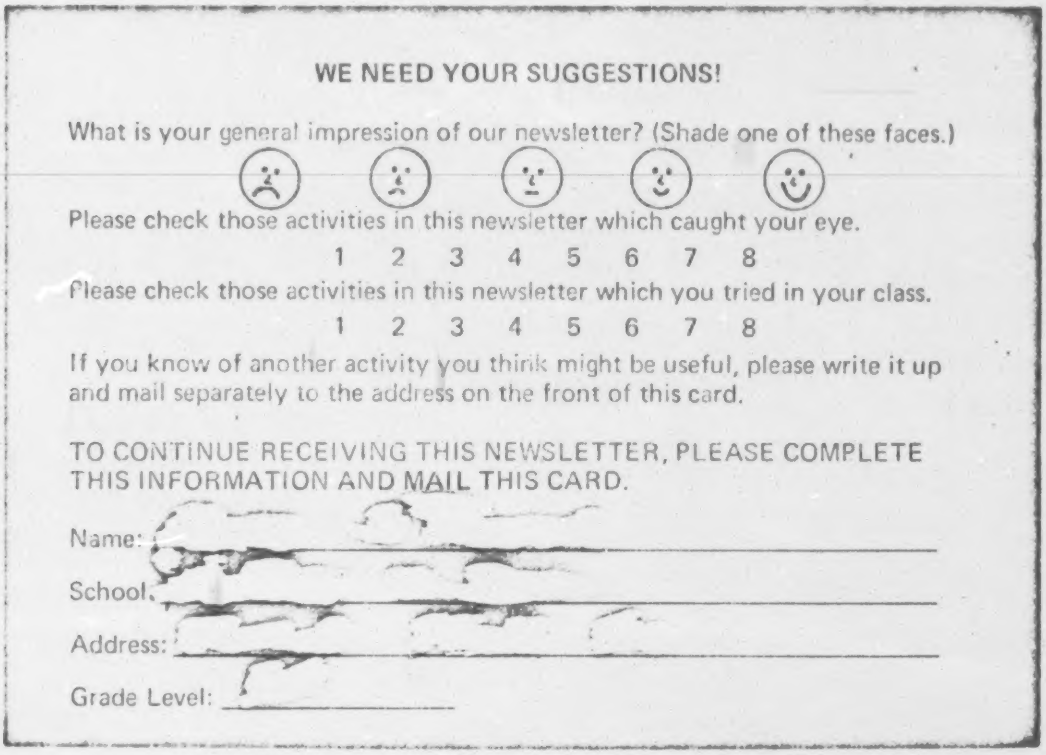
Sample:

Activity ______________________



ATTACHMENT J

Teacher reaction to project activities included in the two Self Awareness Bulletins was assessed by the questionnaire presented below. This postcard questionnaire was attached to the newsletter.



WE NEED YOUR SUGGESTIONS!

What is your general impression of our newsletter? (Shade one of these faces.)

☹ ☹ 😐 🙂 ☺

Please check those activities in this newsletter which caught your eye.

1 2 3 4 5 6 7 8

Please check those activities in this newsletter which you tried in your class.

1 2 3 4 5 6 7 8

If you know of another activity you think might be useful, please write it up and mail separately to the address on the front of this card.

TO CONTINUE RECEIVING THIS NEWSLETTER, PLEASE COMPLETE THIS INFORMATION AND MAIL THIS CARD.

Name: ______________________________

School: ______________________________

Address: ______________________________

Grade Level: ______________

Please see page 26 for summarized results.

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ATTACHMENT K

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LEVEL 21.7 ( JAN 73 )                               OS/360  FORTRAN H

           COMPILER OPTIONS - NAME=  MAIN,OPT=00,LINECNT=62,SIZE=0000K,
                                SOURCE,EBCDIC,NOLIST,DECK,LOAD,NOMAP,NOEDIT,NOID,
  ISN 0002                DIMENSION ID(10),X(40),SCORE([illegible]),LEVEL3(4),LEVEL4(8),IOBJ(1
  ISN 0003                DIMENSION NCONT1(12),NCONT2(1[illegible],NCONT3(12)
  ISN 0004                DATA LEVEL3/5,9,10,11/
  ISN 0005                DATA LEVEL4/1,2,3,4,6,7,8,12/
  ISN 0006                N1=0
  ISN 0007                N2=0
  ISN 0008                N3=0
  ISN 0009                DO305I=1,12
  ISN 0010                NCONT1(I)=0
  ISN 0011                NCONT2(I)=0
  ISN 0012       305        NCONT3(I)=0
  ISN 0013                DO200K=1,635
                    C************************CHANGE THIS NO. TO TOTAL CARDS*************
  ISN 0014                READ(5,100)(ID(I),I=1,10),(X(I),I=1,40)
  ISN 0015       100      FORMAT(10I1,40F1.0)
  ISN 0016                IF(ID(10).EQ.0)WRITE(6,501)
  ISN 0018       501      FORMAT(1X,//)
  ISN 0019                IF(ID(10).EQ.0)GOTO200
  ISN 0021                SCORE(1)=(X(1)+X(23)+X(40))/3.
  ISN 0022                SCORE(2)=(X(2)+X(15)+X(19)+X([illegible])+X(32))/5.
  ISN 0023                SCORE(3)=X(3)
  ISN 0024                SCORE(4)=(X(4)+X(5)+X(10)+X(29)+X(30)+X(38)+X(40))/7.
  ISN 0025                SCORE(5)=(X(6)+X(20)+X(35))/3.
  ISN 0026                SCORE(6)=(X(7)+X(18)+X(19)+X([illegible])+X(27)+X(28)+X(31))/7.
  ISN 0027                SCORE(7)=(X(21)+X(25)+X(30)+X([illegible]4)+X(36)+X(37))/6.
  ISN 0028                SCORE(8)=(X(8)+X(26)+X(39))/3.
  ISN 0029                SCORE(9)=(X(9)+X(24))/2.
  ISN 0030                SCORE(10)=(X(13)+X(17)+X(22))/3.
  ISN 0031                SCORE(11)=(X(14)+X(16))/2.
  ISN 0032                SCORE(12)=(X(30)+X(33))/2.
  ISN 0033                DO5I=1,12
  ISN 0034       5        IOBJ(I)=0
  ISN 0035                DO20I=1,12
  ISN 0036                DO30J=1,4
  ISN 0037       30       IF(I.EQ.LEVEL3(J).AND.SCORE(I).GE.3.)IOBJ(I)=1
  ISN 0039                DO40J=1,8
  ISN 0040        40      IF(I.EQ.LEVEL4(J).AND.SCORE(I).GE.4.)IOBJ(I)=1
  ISN 0042       20       CONTINUE
  ISN 0043                NOBJ=0
  ISN 0044                DO401I=1,12
  ISN 0045       401      NOBJ=NOBJ+IOBJ(I)
  ISN 0046                IF(ID(10).EQ.1)GOTO500
  ISN 0048                IF(ID(10).EQ.2)GOTO600
  ISN 0050                IF(ID(10).EQ.3)GOTO700
  ISN 0052                GOTO200
  ISN 0053       500      DO805I=1,12
  ISN 0054       805      NCONT1(I)=NCONT1(I)+IOBJ(I)
  ISN 0055                N1=N1+1
  ISN 0056                GOTO201
  ISN 0057       600      DO806I=1,12
  ISN 0058       806      NCONT2(I)=NCONT2(I)+IOBJ(I)
  ISN 0059                N2=N2+1
  ISN 0060                GOTO201
  ISN 0061       700      DO807I=1,12
  ISN 0062       807      NCONT3(I)=NCONT3(I)+IOBJ(I)
  ISN 0063                N3=N3+1
  ISN 0064       201      WRITE(6,601) (ID(I),I=1,10),(SCORE(I),I=1,12),(IOBJ(I),I=1,
                          1NOBJ
```

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```
   ISN 0065      200   CONTINUE
   ISN 0066      601   FORMAT(1X,9I1,1X,I1,7X,12(F4.2,1X),5X,12(I1,1X),7X,I2)
   ISN 0067            WRITE(6,870)N1,(NCONT1(I),I=1,12),N2,(NCONT2(I),I=1[illegible]2)
                      1(NCONT3(I),I=1,12)
   ISN 0068      870   FORMAT(1X,////,1X,'PRE  N=',I3,5X,12(I3,1X),5X,'PUST N='
                      112(I3,1X,),//,5X,'POST++ N=',I3,5X,12(I3,1X))
   ISN 0069            STOP
   ISN 0070            END

*OPTIONS IN EFFECT*       NAME=  MAIN,OPT=00,LINECNT=62,SIZE=0000K,

*OPTIONS IN EFFECT*       SOURCE,EBCDIC,NOLIST,NODECK,LOAD,NOMAP,NOEDIT,NOID,N

*STATISTICS*     SOURCE STATEMENTS =       69 ,PROGRAM SIZE =      3060

*STATISTICS*  NO  DIAGNOSTICS GENERATED

****** END OF COMPILATION ******                                            83K B
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```
0001                 DIMENSION IDA1(305),IDB1(305),IDA2(346),IDB2(346),IDA3(137)
0002                 DIMENSION IDB3(137),DATA1(305,40),DATA2(346,40),DATA3(137,40)
0003                 INTEGER DATA1,DATA2,DATA3
0004                 DO10I=1,305
0005          10     READ(5,100)IDA1(I),IDB1(I), (DATA1(I,J),J=1,40)
0006          100    FORMAT(3X,I1,I3,3X,40I1)
0007                 DO20I=1,346
0008          20     READ(5,100)IDA2(I),IDB2(I),(DATA2(I,J),J=1,40)
0009                 DO30I=1,137
0010          30     READ(5,100)IDA3(I),IDB3(I),(DATA3(I,J),J=1,40)
0011                 DO40I=1,305
0012                 DO140J=1,346
0013                 IF(IDB1(I).EQ.IDB2(J))GOTO101
0014                 GOTO140
0015          101    IF(IDA1(I).NE.IDA2(J))GOTO140
0016                 DO50K=1,137
0017                 IF(IDB1(I).EQ.IDB3(K))GOTO60
0018                 GOTO50
0019          60     WRITE(6,300)IDA1(I),IDB1(I),(DATA1(I,L),L=1,40),
                    1              IDA2(J),IDB2(J),(DATA2(J,L),L=1,40),
                    2              IDA3(K),IDB3(K),(DATA3(K,L),L=1,40)
0020          300    FORMAT(1X,I3,I6,'1',40I1/,
                    1       1X,I3,I6,'2',40I1/,
                    2       1X,I3,I6,'3',40I1//)
0021                 GOTO40
0022          50     CONTINUE
0023                 GOTO40
0024          140    CONTINUE
0025          40     CONTINUE
0026                 STOP
0027                 END
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004000019 1 3.67 4.40 5.00 3.86 3.33 4.29 3.83 4.33 4.50 4.00 4.50 3.50
004000019 2 4.00 4.40 5.00 3.86 3.33 4.29 4.50 4.33 5.00 3.00 4.50 4.00    0 1 1 0 1 1 0 1 1 1 1 0  8
004000019 3 4.00 4.80 5.00 4.86 4.33 4.57 5.00 5.00 5.00 4.33 5.00 5.00    1 1 1 0 1 1 1 1 1 1 1 1 11
                                                                           1 1 1 1 1 1 1 1 1 1 1 1 12



004000022 1 3.33 3.80 4.00 3.71 4.00 3.86 4.00 4.67 3.50 4.67 4.50 4.00
004000022 2 3.67 5.00 5.00 4.29 5.00 4.71 4.33 5.00 5.00 4.33 5.00 4.50    0 0 1 0 1 0 1 1 1 1 1 1  8
004000022 3 4.33 4.20 5.00 4.29 5.00 5.00 4.83 4.33 2.50 5.00 5.00 5.00    0 1 1 1 1 1 1 1 1 1 1 1 11
                                                                           1 1 1 1 1 1 1 1 0 1 1 1 11



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004000024 2 3.67 5.00 5.00 4.00 5.00 5.00 5.00 5.00 5.00 4.33 5.00 5.00    0 1 1 1 1 1 1 1 1 1 1 1 11
004000024 3 5.00 5.00 5.00 4.71 5.00 5.00 5.00 5.00 5.00 5.00 5.00 5.00    0 1 1 1 1 1 1 1 1 1 1 1 11
                                                                           1 1 1 1 1 1 1 1 1 1 1 1 12



004000025 1 5.00 5.00 5.00 4.43 5.00 5.00 4.33 5.00 5.00 4.67 5.00 5.00
004000025 2 3.67 4.40 5.00 3.29 4.67 4.43 4.00 4.67 3.00 4.00 4.50 3.00    1 1 1 1 1 1 1 1 1 1 1 1 12
004000025 3 3.67 4.00 5.00 3.29 5.00 4.29 4.33 5.00 1.00 5.00 5.00 5.00    0 1 1 0 1 1 1 1 1 1 1 0  9
                                                                           0 1 1 0 1 1 1 1 0 1 1 1  9
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004000028 2 5.00 5.00 5.00 4.71 5.00 5.00 5.00 5.00 4.50 5.00 5.00 5.00    1 1 1 0 1 1 1 1 1 1 1 1 11
004000028 3 5.00 4.80 5.00 5.00 5.00 5.00 5.00 5.00 5.00 4.67 5.00 5.00    1 1 1 1 1 1 1 1 1 1 1 1 12
                                                                           1 1 1 1 1 1 1 1 1 1 1 1 12



00400[illegible]9 1 3.67 4.40 5.00 3.43 5.00 5.00 4.33 5.00 2.00 5.00 3.50 4.50
004000029 2 3.67 4.20 4.00 3.86 5.00 5.00 4.33 5.00 1.50 5.00 5.00 5.00    0 1 1 0 1 1 1 1 [illegible] 1 1 1  9
[illegible] 5.00 5.00 4.83 5.00 3.50 5.00 5.00 [illegible]                 0 1 1 0 1 1 1 1 [illegible] 1 1 1  9
                                                                           [illegible] 10
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4      1914454334554415554454443345443535544334444
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4      2225555555555515555455554555535545555525551
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4      2435555355555515555555555555555555555555555

4      2515555155555515555455555555555555555551555
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4      2535555155515115555555555515545551455551151

4      2814455245554515455545441535445545454544443
4      2825555355545555555555555555555555555555555
4      2835555555555414555555555555555555455555555

4      2915552255525515255555555525555545555525551
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4      2935555155555515555555555525555555555545551

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4      3815555555555515555555555555551555555215555
4      3825555255555535425555425425555155555525551
4      3831555155555515555555555515555555555515555

4      4011455152151115555155511555115555555511155
4      4025555551315515555555115555115515551115555
4      4035554455554515455555155555555545152151555
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Attachment L

Frequency of Response on the Bentley - Yeatts "I Feel...Me Feel" Measure

Item 1		Item 2		Item 3	
Response	Frequency	Response	Frequency	Response	Frequency
1	387	1	331	1	346
2	182	2	252	2	283
3	427	3	466	3	575
4	688	4	1363	4	947
5	3928	5	3197	5	3459

Item 4		Item 5		Item 6	
Response	Frequency	Response	Frequency	Response	Frequency
1	532	1	1176	1	334
2	308	2	935	2	309
3	557	3	934	3	683
4	880	4	868	4	1096
5	3334	5	1701	5	3186

Item 7		Item 8		Item 9	
Response	Frequency	Response	Frequency	Response	Frequency
1	482	1	301	1	848
2	383	2	227	2	637
3	541	3	470	3	638
4	909	4	998	4	953
5	3299	5	3617	5	2537

Item 10		Item 11		Item 12	
Response	Frequency	Response	Frequency	Response	Frequency
1	443	1	376	1	3303
2	254	2	336	2	964
3	524	3	608	3	737
4	1002	4	1073	4	222
5	3390	5	3221	5	388

Item 13		Item 14		Item 15	
Response	Frequency	Response	Frequency	Response	Frequency
1	242	1	454	1	270
2	207	2	260	2	238
3	464	3	368	3	473
4	807	4	792	4	1076
5	3893	5	3738	5	3557

Item 16

Response	Frequency
1	321
2	226
3	475
4	990
5	3600

Item 17

Response	Frequency
1	463
2	339
3	875
4	1206
5	2729

Item 18

Response	Frequency
1	401
2	330
3	618
4	1064
5	3202

Item 19

Response	Frequency
1	287
2	210
3	383
4	853
5	3881

Item 20

Response	Frequency
1	470
2	351
3	672
4	1042
5	3079

Item 21

Response	Frequency
1	439
2	301
3	498
4	913
5	3463

Item 22

Response	Frequency
1	627
2	350
3	601
4	960
5	3076

Item 23

Response	Frequency
1	550
2	354
3	572
4	878
5	3260

Item 24

Response	Frequency
1	553
2	353
3	497
4	983
5	3228

Item 25

Response	Frequency
1	228
2	137
3	290
4	702
5	4256

Item 26

Response	Frequency
1	477
2	292
3	634
4	1092
5	3119

Item 27

Response	Frequency
1	489
2	252
3	515
4	867
5	3491

Item 28

Response	Frequency
1	293
2	221
3	578
4	1114
5	3407

Item 29

Response	Frequency
1	276
2	174
3	388
4	760
5	4014

Item 30

Response	Frequency
1	529
2	264
3	524
4	933
5	3363

Item 31

Response	Frequency
1	220
2	153
3	363
4	826
5	4053

Item 32

Response	Frequency
1	526
2	331
3	688
4	1174
5	2895

Item 33

Response	Frequency
1	253
2	193
3	437
4	865
5	3865

Item 34

Response	Frequency
1	244
2	141
3	360
4	875
5	3995

Item 35

Response	Frequency
1	848
2	417
3	639
4	835
5	2875

Item 36

Response	Frequency
1	903
2	388
3	661
4	881
5	2782

Item 37

Response	Frequency
1	896
2	356
3	477
4	628
5	3258

Item 38

Response	Frequency
1	424
2	214
3	422
4	773
5	3781

Item 39

Response	Frequency
1	421
2	247
3	541
4	1042
5	3363

Item 40

Response	Frequency
1	2020
2	526
3	576
4	583
5	1905

Attachment M

Guidelines for

Orientation to Faces

HERE ARE FIVE KINDS OF FACES:

- * THIS ONE FEELS VERY HAPPY. CAN YOU POINT TO A PICTURE OF SOMEBODY WHO FEELS VERY HAPPY?
- * THIS FACE FEELS A LITTLE HAPPY. CAN ANYONE TELL ME ONE REASON WHY HE MIGHT BE VERY HAPPY? POINT TO A PICTURE OF SOMEBODY WHO IS A LITTLE HAPPY. IS HE AS HAPPY AS THIS PERSON (point to picture of very happy person)?
- * THIS FACE FEELS JUST NOT HAPPY-NOT SAD. POINT TO THE PERSON WHO LOOKS NOT SAD BUT NOT HAPPY. DOES HE LOOK HAPPY? DOES HE LOOK SAD? WHAT DO YOU FEEL NOT HAPPY-NOT SAD ABOUT?
- * THIS FACE FEELS A LITTLE SAD. POINT TO THE PICTURE OF THE PERSON WHO FEELS A LITTLE SAD.
- * THIS ONE FEELS VERY SAD. POINT TO THE PICTURE OF THE PERSON WHO IS VERY SAD. WHAT MAKES YOU FEEL VERY SAD?

OPEN THE BOOK TO THE PICTURE OF THE TEACHER WALKING WITH THE BOY.

THIS BOOK HAS PICTURES OF THINGS, PEOPLE, AND THINGS TO DO. EACH OF THESE MAKES YOU FEEL SOME WAY - VERY SAD, A LITTLE SAD, NEITHER SAD NOR HAPPY, A LITTLE HAPPY, VERY HAPPY. ALL OF US FEEL THESE WAYS AT SOME TIME.

THE QUESTIONS ARE ALL ABOUT HOW YOU FEEL. THERE ARE NO RIGHT OR WRONG ANSWERS. LOOK AT THE PICTURE, THINK ABOUT HOW YOU FEEL. COLOR THE FACE WHICH BEST SHOWS HOW YOU FEEL ABOUT WALKING WITH YOUR TEACHER. NOW TURN THE PAGE. COLOR THE PICTURE WHICH SHOWS HOW YOU FEEL ABOUT BUILDING THINGS WITH BLOCKS (continue in a similar manner).

Bentley Self Concept Appraisal Administration

Schedule for Follow Through Classes

1. The following schedule for the administration of the Self Concept Appraisal has been verified with each lead teacher:

Wesley	Thursday(All day)	April 1
Slater	Monday(Morning)	April 5
Grant Park	Monday(Morning-After.)	April 5
Harris	Tuesday(Morning)	April 6
Dean Rusk	Tuesday(Morning-After.)	April 6
English Primary	Wednesday(Morning-After.)	April 7
English Main	Wednesday(After.)	April 7
John Hope	Thursday(Morning)	April 8
(Grant Park	Thursday(After.)	April 8
or	(Testing begins approx. 9:00 A.M.)	
English Main)		

2. The following number of children will be selected at random from each class:

	Follow Through		Comparison	
	No. Children	No. Classes	No. Children	No. Classes
K	3	(15)	6	(4)
1	3	(17)	6	(4)
2	6	(6)	6	(4)
3	6	(8)	6	(4)

3. A parent worker from each school will be designated to bring children to and from the classroom.

4. Name labels will be put on each test booklet by Larry Watts. One alternate will be selected. (Otherwise select the 6th-12th-18th student from the teacher's role.)

5. Groups of 3 children (usually from same class) will be assessed at one time (unless you find you can test more).

6. Orient child to the faces by utilizing a large poster allowing children to match artificial faces with real pictures. Verify children understand. (A guideline for doing this is included.)

7. Standardize procedures by observing each other testing.

ATTACHMENT N

Example of Possible Monitoring Instruments

DEMEANING BEHAVIOR SCALE

by

Natividad de Anda

and

Ann FitzGibbon

Far West Laboratory, Berkeley, January 15, 1972

Read carefully each situation presented on the following pages, and rate the action of the adults involved - program advisor, teacher or parent volunteer. You are to decide whether the adult's behavior is enhancing to emotional growth (promotes the growth of healthy self concepts) or demeaning (puts down, belittles, devalues) to the others involved in the situation. If you decide the behavior is enhancing, circle some number on the "+" end of the scale. If you decide the behavior is demeaning, circle some number on the "-" end of the scale.

Your second task is to decide to what degree each behavior is enhancing or demeaning. "+4" is the best possible rating you can give the adult's action, while "-4" is the most demeaning rating. The "zero" represents the point at which the action is neither good nor bad.

1. A Program Assistant, a teacher, and a teaching assistant are discussing a child's behavior. The P.A. asks the teacher and assistant if they can account for the child's actions. The teacher offers and explanation and the P.A. nods in agreement. The assistant offers another, and quite different, explanation. The teacher shakes her head, protests, and starts to interrupt. The P.A. listens to the assistant and says,

P.A.: "That's a good point, Mrs. Jones. Tell me more about Tommy's behavior that makes you think so. (To teacher) Mrs. Smith, you don't agree with this, I know. However, lets hear some more of what Mrs. Jones is saying and then we can put it together with what you said earlier. Between you, we may be able to understand why Tommy does the things he does. The information and observations that both of you have are very valuable.

-4 -3 -2 -1 0 +1 +2 +3 +4

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2. The elementary school student population has 40 per Mexican children, 50 per cent Black Children and 10 per cent other including White children. Most of the Black are from the Southern U.S. and the Mexican are first generation children of Mexican parents.

The teacher starts a program of educating the children about the nourishment value in a normal diet. She puts a chart on the board with each child's name and has each one write in what he has had for breakfast, lunch and dinner the day before.

She makes the program more interesting by placing pictures of the variety meals in a normal diet: ham, eggs, toast, and orange juice for breakfast; milk, fruit dish, green beans, mashed potatoes. and veal cutlet for lunch; and steak, green salad, milk and dessert for dinner.

-4 -3 -2 -1 0 +1 +2 +3 +4

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3. Exchange between a Mexican American Teacher Assistant and the Teacher.

Teacher Assistant: "Are these the toys that we will be using after lunch, Mrs. Smith?"

Teacher: "Yes, Antonia."

-4 -3 -2 -1 0 +1 +2 +3 +4

4. The children and teacher were returning from a walking trip; about two blocks from the school the children began to run, crossing the street without looking or stopping.

The teacher called the children into a group so they might discuss what had happened. While this discussion was going on, children from another class were playing on the nearby equipment. One child in the discussion group started to walk away, toward the children who were playing. The teacher feels that physical safety of the children is more important than freedom to leave an activity, and says to the child who is leaving,

> "Mary Jane, I cannot allow you to leave until I have finished. It is important that each of you listen carefully to what I am going to say."

-4 -3 -2 -1 0 +1 +2 +3 +4

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5. The children and teacher were returning from a walking trip and about two blocks from the school, the children began running back to the school, across the streets without stopping. When they were all on the playground, the teacher called them into a group and discussed what had happened. While this discussion was taking place other children were on the playground playing on the equipment. One child looked away from the teacher and started walking away; the teacher took hold of the child's shoulders and said, "Mary Jane, listen to me, you're the one that needs to hear this the most."

-4 -3 -2 -1 0 +1 +2 +3 +4

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6. A white teacher has a majority of Black and Chicano children in her class, and few white children.

She starts a program to teach the children the nourishment value of foods, and plans to supplement the children's discussion with pictures of foods. She knows, however, that some dishes prepared and served by Black and Mexican families will be unfamiliar to her, and she will not have pictures of them for a display. In a parent meeting she askes the parents if they will provide children with a recipe or description of some favorite things they like to eat at home. She asks if any of the parents would be able to make a dish and bring it to school for the children to sample.

One day each week the teacher invite the children to participate in a discussion of foods they have eaten, how they taste, and what they look like. Sometimes the discussions are supplemented by tasting the dishes. The teacher used pictures of various ingredients to supplement the child's description, and then talk about the nutrition value of the ingredients.

-4 -3 -2 -1 0 +1 +2 +3 +4

7. Henry and Erik who have reached quite different levels of achievement in math are working side by side at a table. Both boys have chosen this activity from among three others.

The assistant has some specially prepared problems on dittoed sheets which she plans on handing out to all the children who are working on math at this hour. The sheets are not all the same, but represent the three different levels of math achievement at which all the children are working.

As the assistant hands Henry (the boy of lower math achievement) his sheet, she says,

> "Henry, if you would like to work with someone on these problems, you may choose either Donald or Jerry. Erik will not have the same problems as you."

She hands a different set of problems to Erik (who is doing better in math) and says,

> "Erik, if you want to work with someone, you may choose either John or Paul."

-4 -3 -2 -1 0 +1 +2 +3 +4

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8. Teacher to Assistant: "Make sure James picks up before he leaves."

-4 -3 -2 -1 0 +1 +2 +3 +4

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9. A four year old boy is upset by his mother's departure. Expression on his face, body posture and withdrawal from activity indicate his feelings.

Soon he wanders aimlessly and cries. He makes a great effort not to make his crying audible. Teacher Assistant becomes aware of his upset and leads him to a puzzle at a table.

During the next 1/2 hour other than words of comfort, no other techniques are used and the child sits in a kind of forlorn disinterest.

Teacher has been somewhat involved with other children--now walks over (body posture aggressive) speaks to the Teacher Assistant

"I'll take care of this." -then to the child "what you need is a kleenex."

-4 -3 -2 -1 0 +1 +2 +3 +4

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10. The teaches is telling children which activity centers may be chosenthat morning.

Teacher: "There is room for five of you at the Listening Center."

Six Children raise their hands.

Teacher: "Six of you have chosen the Listening Center and there is room for only five. Would one of you like to choose another Center? The Reading Center, the Art Center and the Block Center are all open."

No one responds.

Teacher: "What did we decide our rule was when there are not enough places for all those who want to work in one area?"

Larry: "The one who was there last wouldn't go."

Teacher: "Is that right?"

Children agree.

Teacher: "Then if one of you was at the Listening Center yesterday you will have to wait for another turn. Were any of you there yesterday? Who worked in the Listening Center yesterday."

Five children raise hands. Among them is one child who also chose that Center today.

Teacher: "Jim, since you were at the Listening Center yesterday, you will have to wait for a turn another time. Today you may choose the Reading Center, the Art Center, or the Block Center.

-4 -3 -2 -1 0 +1 +2 +3 +4

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11. Teacher has a group of three children, to whom she is holding up flashcards for them to identify words. The children are not responding in any kind of order, only volunteering answers when they choose to. Jimmy volunteers an incorrect answer to a card and Suzy says, "No that't not right, is it Mrs. Smith?"

Teacher: "Suzy says "no" Jimmy. See if you can find out why. What is the word again, Jimmy? (Repeats) What do you think it is, Suzy? (Answers) What is the difference between Suzy's word and your word, Jimmy? Say them both. One has an "r" sound in the middle, doesn't it? Does this word have an "r" in the middle (points)? Which is the word, then, Jimmy?"

-4 -3 -2 -1 0 +1 +2 +3 +4

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12. Discussion between a teacher and her teaching assistant. The subject is a black six year old whose father is a laborer and whose family lives in the "Ghetto". The boy is not spelling as well as most of the white children in this "Integrated" class (children are bussed from different parts of the city.)

Assistant: "I wish I would find a way to help Leon do better in spelling, but sometimes I think I just don't have the patience."

Teacher: "I wouldn't worry that much about it. Just don't expect that much from him; after all, the other kid's parents are educated."

-4 -3 -2 -1 0 +1 +2 +3 +4

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13. A math consultant is visiting a first grade classroom, expecting to talk with the teacher. The teacher takes the consultant to a corner of the room where the teaching assistant is working.

Teacher: "Mr. Morgan, this is the teaching assistant, Mrs. Smith. She is skilled in introducing math concepts to the children, and will be meeting with us."

-4 -3 -2 -1 0 +1 +2 +3 +4

---

14. Teacher in the classroom has children in a circle and is counting them and having them repeat their assigned number. She places her hand lightly on each child's head as she counts out loud.

"You're one, you're two..."

When she comes to a black child, she stops short of touching his head. She goes on and repeats not touching each Black child's head.

-4 -3 -2 -1 0 +1 +2 +3 +4

15. It is the beginning of the school year and the teacher is having group time in one corner of the room. One child is busy in another corner. Parent volunteer walks over to child, takes him by the arm and ushers him to the group. As the child sits down, complaining, the parent volunteer puts her finger to her lips and makes a "shushing" sound.

The teacher shortens the group time that day, allowing children to choose the learning center they want to work in. However, that afternoon, she asks the parent volunteer to remain for a time after the children have left. At this time she introduces and they discuss one principle of the Responsive Model: free choice. The teacher explains that the children are free to explore the classroom for as long as they wish, and that they learn from everything they do, because the classroom is arranged in this way. No one activity is necessarily more beneficial than another at any one time.

-4 -3 -2 -1 0 +1 +2 +3 +4

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16. One child spit on another child. The teacher jerked the child up by his arm and started lecturing the child and the other members of the class about not spitting on other children.

-4 -3 -2 -1 0 +1 +2 +3 +4

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17. At school the teacher holds up Charles art work and says, "Charles is our best artist. We all saw his fine work today."

-4 -3 -2 -1 0 +1 +2 +3 +4

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18. The teacher is having group time after lunch when two boys come running noisely in about ten minutes late. The teacher does not say anything to the boys and they join the group.

When group time is over, she takes the two boys aside and asks why they were late, and if they know the rules about coming in when the bell rings. She explaines that the bell to end recess had rung earlier, the reason for not permitting children to play alone in the yard, and that should listen for the bell and watch when the other children leave the yard.

-4 -3 -2 -1 0 +1 +2 +3 +4

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19. A consultant is visiting the class of a first grade. The teacher introduces her assistant in the presence of another teacher. The teacher assistant is a black woman with several children.

Teacher: "Mr. Morgan, I want you to meet my teaching assistant. (She puts an arm around the assistant's shoulders). She's been with us 4 months, she has six children, and is just wonderful. Wouldn't you agree with me, Mrs. Taylor?" (directing her question to the other teachers.)

-4 -3 -2 -1 0 +1 +2 +3 +4

20. The teacher and assistant have a working relationship in the classroom whereby, at the end of the day, each feels free to discuss or contructively criticize the teaching behavior of the other during that day. The teacher also has made it clear that if something with immediate consequences should occur, she may have to interrupt immediately instead of waiting until the end of the day to discuss it.

One day the teacher overhears the assistant helping a child with his math workbook. She sees the assistant is giving some misinformation to the child on one problem which may later confuse him when it comes time to learn the next concept.

The teacher interrupts the assistant and child and says,

"Another way to work this problem would be ____________________."

At the end of the day, the teacher and assistant discuss the process involved.

-4 -3 -2 -1 0 +1 +2 +3 +4

21. The teaching assistant picks up after the teacher has finished teaching a group lesson at the end of the day. The children have left. A program advisor arrives. The teacher and program advisor discuss the progress of the students and use of the materials.

-4 -3 -2 -1 0 +1 +2 +3 +4

22. Teacher to Child: "Johnny, I'm sure you can do this." "Jane, I think you can do this, too."

-4 -3 -2 -1 0 +1 +2 +3 +4

23. The class is having a group meeting. A picnic w lanned for today, but earlier this morning it rained. The class in discus g whether or not to put off the long walk and picnic to a drier day. The te er suggests that they do so, for fear that the ground is muddy and the chi en will get wet or dirty, or not be able to play on the swings and slides. Th ildren all appear anxious to go anyway, except one boy. The teacher asks children for suggestions about how they might get some information on which t ke a decision. One boy suggests that if they knew what the picnic area was ly like right now it would be easier to decide. One girl suggests they g nyway and if the area is wet, they come back. By the teacher drawing out suggestions from the children, it is decided that four of the children go ead with the teaching assistant in her car, and then report back to the cl The teacher says,

> "Take paper and pencil. Each of you searc t a different part of the picnic area. Johnny, you investigate tennis court. Henry, you look at the swings and slides. Claris you look at the picnic tables. Jessie, you look at the paths bet the slides and the picnic tables. Each of you make a report on area and bring it back and present it to the class. Then I will ide if we should go there today. If it seems to be too wet to go to we will go the day after tomorrow. But we will have special vities today if we can't go on the picnic. I have a game I w show you how to play, and this afternoon we will have a special e."

-4 -3 -2 -1 0 +1 +2 +4

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24. The assistant is working at a table with one chi A second child interrupts with a project and askes for the assistant's a ention and help. She looks up from the exercise and says:

Assistant: "That looks very interesting, and I'll b glad to help you. Right now it is Rosa's turn, and w n I finish I have told Maria that I would help her. ter that, it will be your turn. I know you can work your project for a few minutes longer alone."

-4 -3 -2 -1 0 +1 +2 +4

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25. Two children are fighting and punching each other n one corner of the classroom. The teaching assistant puts a hand on the shou er of each boy.

Assistant: "I can't allow you to do this in the clas oom because you might hurt each other or someone else Do you want to tell me what you are fighting about an how it started?"

-4 -3 -2 -1 0 +1 +2 +4

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26. A Caucasian Teacher is on the playground: Two 7 year old boys are fighting one a black youth, the other caucasian.

The teacher takes the black youth by his arm and says; "Stop it! Stop it!"

-4 -3 -2 -1 0 +1 +2 +3 +4

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27. At the end of the chool day, the children, teacher and assistant put the chairs on top of the desks, put away materials, clean the sink area, straighten books, etc. When the children leave, the teacher and assistant sit down together and plan what materials will be put out for the next day, and what the choices will be, etc. When the Program Assistant comes in to discuss the reading and math progress of the children, the teacher and assistant sit down with her and compare their observations of individual students.

-4 -3 -2 -1 0 +1 +2 +3 +4

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28. Charles brings a picture he has painted and hands it to the teacher. The teacher examines it and asks Charles to tell her what he likes about it. When he has told her about the picture, she says,

> "Charles, would you be willing to share your picture this afternoon with the other children? Each of you will have a chance to tell the others about the picture he has painted."

-4 -3 -2 -1 0 +1 +2 +3 +4

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29. In questionnaires sent in last year, many of the teaching assistants mentioned that the least-liked part of their job was preparing and serving snacks, and cleaning up afterward.

In this classroom, however, the teacher and assistant rotate snack time duties. One week the teacher is in charge of snack time, and the following week the assistant is in charge. Also, snack time is made a learning experience, just as all activities are learning experiences. Four children choose each week to participate in snack time. Two accompany the teacher or assistant and bring back the snack from the kitchen, and under the supervision of one of the, prepare and serve it. The other two children police the desks afterward, and clean up the sink area, again under the supervision of either the teacher or the assistant.

-4 -3 -2 -1 0 +1 +2 +3 +4

10

ATTACHMENT O

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1. Brown, Bert R.. The assessment of self concept among 4-year old Negro and White children: A comparative study using the Brown IDS Self Concept Referents Test. ED 034 808.

   The author administers his test to 3 groups of Black and White children of different social class. If you can wade through the technical jargon of this study, its a good one to read for some of the findings, and the inferences that are drawn. For instance, Black children more often perceive themselves as sad than happy, stupid than smart, sickly than healthy, and not liking their own facial expression. Some of the ways that Black children perceive teachers see them are also eye-openers.

   In a pilot study based on a technique to assess the dimensions of self con-concept held by young children, 38 lower socioeconomic status Negro and 36 upper-middle socioeconomic status White four-year-old children were given the Brown-IDS Self Concept Referents Test, and retested after three weeks; there was a relatively high level of reliability in the perceptions of self held by Negro and White children in the three-week interval. Subjects tended to perceive themselves--and to see significant others as seeing them--in generally positive ways. However, Negro subjects scored significantly lower, on the average, than White subjects. Both Negro and White subjects reportedly held high positive perceptions of the ways in which they are seen by their mothers and their peers. Subjects who perceived themselves positively tended to see others as perceiving them positively, as was the case with negative perceptions. These results must be evaluated cautiously, however, due to several possible defects in research design.

2. Bruck, M. and Bodwin, R.. The relationship between self concept and the presence and absence of scholastic underachievement. J. clin. Psychology., 1962, 18, 181-182.

   The self concept scale of a Draw-A-Person Test was administered to 3rd, 6th, and 11th grade underachieving and overachieving boys. It was found that boys who were overachievers had more self confidence, expressed appropriate feelings more freely, expressed a liking for themselves, were satisfied with their attainments, and had feelings of being appreciated by others.

3. Carlson, R. K.. Raising self concepts of disadvantaged children through puppetry, Elementary English., March, 1970, 349-355.

   This article has a wealth of material for teachers. Because puppetry allows children to deal with symbols early, it is a good preparation for the whole world of symbols the child meets later on in school. Additionally, children identify with puppets and project their feelings onto them. Puppet plays allow children to create, become familiar with literature in an interesting way, and even overcome psychological speech problems.

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This article has many useful references on how to construct various kinds of puppets, and where to go to find stories that can be enacted by children.

4. Frericks, A. F.. Relationship of self esteem of the disadvantaged to school success. Ed. 040 223.

This study shows that there's a positive correlation between self esteem and academic achievement for inner city Black children. 78-6th grade Black students were separated into upper 1/3 and lower 1/3 based on IQ scores, reading test scores, and GPA'S for the last 3 semesters, and were given Rosenberg's self esteem scale. Results showed that children who had a high degree of school success scored significantly higher on a self esteem scale than did less successful students. The data support the theory that good performance in school is associated with a high self esteem. The author suggests that since teacher grades and reading level were more closely associated with self esteem than was IQ score, that teachers and educators make some effort to change their practices. Teacher remarks are constant reminders to younsters about success and failure

5. Greenberg, Judith W.. Comments on self-perceptions of disadvantaged children. *AERA Journal*, 7 (4), 1970, 627-630.

Recently a study by Soares and Soares gave evidence that disadvantaged children had better self-concepts than advantaged children, in contrast to the findings usually reported in the literature. Greenberg's earlier study also contained findings in the unexpected direction. In this article Greenberg examines the instruments used to obtain self perceptions. It is her conclusion that instruments which make use of bi-polar scales may be threatening and hence allow children to choose unrealistically high. On other scales where a child does not have to categorize himself there is more likely to be realistic reporting.

6. Guggenheim, Fred.. Self esteem and achievement expectation for White and Negro children. New York City Board of Education, 1967. Ed. 021 938.

The relationship between self-esteem, academic expectations, and ethnic group membership was studied in a New York City elementary school which had an approximately equal enrollment of Negro, White, and Spanish-background pupils. Subjects were 162 sixth-grade students who were tested with two projective tests and one specifically designed achievement test. Self-esteem was measured by the projective tests, and expectation level was determined by the pupils' pre-exposure predications of their correct responses to the three administrations of the achievement test. Results show that there was no racial difference in self-esteem but that Negros had more negative attitudes toward school. Although both White and Negro approached the academic task with equally high aspirations, the Negro level dropped after experiencing failure. The gap between aspirations and achievement was significantly greater for Negro than for White children. Implications for school programs include creating a positive image of Negros among White children for image-building may not accomplish very much for Negroes. Human relations courses for teachers should be research-based and should pinpoint the sources of Negroes' negative attitudes. Curriculums should provide successful academic experiences, and guidance programs

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should clarify the relationship between means and goals. (NH).

SCHOOL IMPLICATIONS OF THE STUDY

1. Results of the study indicate there are no differences between Negro and White pupils in self-esteem. This lack of difference may be the result of reaction formations and/or other defense mechanism.

   Programs for disadvantaged Negro youth which emphasize esteem may have value, but probably will not accomplish very much. Postive images of Negroes should be an objective of programs for White children. Integrated texts, photographic material of minority groups, and human relations programs should be aimed at the White population, as well as towards minority groups.

2. Results of the study indicate that Negro pupils do have more negative attitudes towards school than White pupils. This may be one of the defense mechanisms (item 1) which Negro pupils employ in maintaining their self-esteem.

   Programs for disadvantaged Negro youth should apprise teachers of the source of the negative attitudes towards school on the part of pupils. Human relations courses for teachers should have a content that is based on research rather than simply on "good will."

3. Results indicate that although Negro pupils appeared to have as high aspirations as White pupils when first approaching an academic task, repeated experience with the task, when resulting in failure, produces significantly lower subsequent levels of aspiration.

   Programs and curricula for disadvantaged Negro youth should concentrate on providing successful academic experiences. Materials should be used which provide gradual increments in learning difficulty. Programed instructional materials, which are based on this principal, should be used significantly more than they are at present.

4. Results indicate a significantly greater gap between aspirations and achievement for Negro children than White children. Probably, many of the problems of pupil discipline that teachers must cope with are derived from pupils' frustrations in their achievement strivings.

   Programs in guidance should be initiated which point out to pupils the relationship between means and goals. Guidance counselors in the elementary schools should be responsible for this clarification to pupils.

5. Many commonly held assumptions held by school personnel do not have a basis in fact. A periodic newsletter or information sheet containing pertinent research findings should be circulated in the schools.

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7. Henderson, E. H., Long, B. N. and Ziller, R. C.. Self-social constructs of achieving and non-achieving readers. The Reading Teacher, 19, November, 1965, 114-118.

This study explores certain personality correlates of reading disability. Three facets of self-concept are examined: the degree to which the self is discriminated in a social field, the value placed upon the self, and the degree to which the self is perceived as separate from others (individualism).

High achievers in reading exhibited a greater degree of individualism on two measures. The authors conclude that poor readers have a greater degree of dependency. Dependency is disruptive to reading achievement because information search, evaluation, decision-making and other cognitive processes involved in reading are clearly individual acts. Teaching children self reliance helps them deal more effectively with the printed page.

8. Kvaraceus, W. C. Negro Self Concept: implications for school and citizenship, New York: McGraw Hill, 1965.

Self concept theory is helpful in understanding children of minority groups, particularly the Negro child. We learn who we are and what we are like primarily through the actions of others. If people are treated differently this will be reflected in their self image and their behavior. Low self esteem, conscious self-hatred, and ambivalence are probabilities for the Negro child, who experiences discrimination and sees the low social status of his race. The Negro child, from earliest school entry, needs opportunities to see himself and his racial group in a realistic, positive, light. He needs to understand what color and race mean, he needs to learn about those of his race (and other minority groups like him) who have succeeded, and he needs to clarify his understanding of his own group history and current group situation.

9. Mitchell, J.. Goal-setting behavior as a function of self-acceptance, over-and under achievement, and related personality variables. J. Educ. Psych., 1959, 50, 93-104.

While this study was done with college students, some of the results can be generalized, and offer descriptions which elementary school teachers can apply to their pupils.

The author investigated self-accepting overachievers, self-accepting underachievers, self-rejecting overachievers, and self-rejecting underachievers. Self rejecting subjects had significantly higher anxiety scores than self accepting subjects, and overachievers were more anxious than underachievers. Self rejecting overachievers were highest of all groups on the anxiety scale. Based on the results of the "Index of Adjustment and Values" the author describes the personality characteristics of each of the four groups and their goal-setting patterns.

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10. Norman, R. and Daley, M.. The comparative personality adjustment of superior and inferior readers. J. Educ. Psych., 1959, 50, 31-36.

    Personality adjustment scores for 42 superior and 41 inferior readers were compared. Superior readers achieved significantly higher adjustment scores on all parts of the personality test. Some of the areas which discriminated the two groups were: poor family interaction (unstable home environment, family discord, conflict with or about parents); rejection by others (feelings of being scorned, rebuffed, or excluded); aggression by others (maltreatment, quarreling, etc.); conflict about dominance (perceptions of prohibitions, constraints, coming out second-best); environmental deprivation (deficiencies of companionship and friendship, interesting things, and places, etc.); aggression toward others (overt or covert opposition or resistance); impulsivity (irresponsibility and defiance of convention); rejection of others (poor identification, remaining indifferent to others); and inferiority feelings.

11. Orange Cty. Public Schools, Orlando, Florida, Development of self concept of public school children. ERIC ED027 574. Report of Planning Grant 1966-67.

    Procedures developed during a pilot study of self concept in first grade children are reviewed and discussed. The areas concerned are:

    1. recognition and identification of characteristics of the self concept
    2. determination of how these characteristics are developed
    3. improvement of self concept in children of all ages
    4. evaluation criteria for measuring change in self concept
    5. measurement of effects of self concept change on academic achievement and social change
    6. in-service training for professional educators
    7. community involvement
    8. operational program formulation
    9. dissemination of information related to the program

12. Pascal, B. J.. The role of self concept in achievement. J. Negro Educ., 37 (4), fall, 1968, 362-366.

    The purpose of the investigation (directed toward counselors and teachers) was to compare two groups of subjects whose scores on the Spivack Response Form led to classifications of adequate or inadequate self concept. The 152 subjects (80 boys, 72 girls) were randomly selected from a junior high school in Dade County, Florida. The results indicated that a relationship existed between reported self concept and teacher assigned grades. It was noted that the relationship was less apparent in the area of mathematics in which the more traditional verbal skills are usually not emphasized. The findings also showed a disproportionate number of younger siblings fall-

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ing in the Inadequate Self Concept category. Another implication of the findings suggested a strong relationship between low conceptions of self in the Negro children and academic achievement. (CD)

13. Pepin, B. H.. Parental understanding, parental acceptance and the self concept. Ph.D. dissertation, University of Michigan, 1962.

This is a study of the importance of the parent-child relationship and the effect it has on the child's self concept. One of the important factors is what the child perceives his parents expect from him, and how satisfactorily he seems to fulfill these expectations.

It was found that parents of overachievers were more understanding of their children than parents of underachievers; that parents of overachievers were less critical of their children than parents of underachievers; and that overachievers rated themselves more favorably (had better self concepts) than underachievers.

While this study was done on older children, the survey of the literature which forms a part of the paper contains summaries of several classic studies, and the paper is worth reading for the background information it provide.

14. Rochester City School District, N. Y.. Ego development guide for primary grade teachers, K-3. Project Beacon. ERIC ED 025 813.

This document presents a plan for helping teachers promote the growth of a healthy self image in the classroom. There are a series of suggested units for grades kindergarten through three geared toward enhancing self confidence and social relations and emphasizing teacher attitudes and behaviors. Emphasis is given to culturally disadvantaged and to Negro children. Suggestions are made for specific activities and ways of relating the units to other subject areas in the curriculum.

15. Sears, R. R.. Relation of early socialization experiences to self-concepts and gender role in middle childhood. Child Development, 41 (2), 1970, 268-289

This study investigates what factors at ages five through nine affects self esteem at age 12.

Achievement tests at age 9 were better predictors of self concept at age 12 than were IQ tests. Parental warmth, uncritical acceptance, and praise at age 5 were associated with good self concepts in both boys and girls at age 12--both parents exert about equal influence. Low self esteem was associated with father's dominance on child control and punishment. The larger the family, the poorer was a child's self concept; only and oldest children have better self concepts than children with older brothers and sisters

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16. Snyder, E.. Self concept theory -- an approach to understanding the behavior of disadvantaged pupils. The Clearing House, December, 1965, 242-246

This little paper is one of the best that has ever been directed at teacher understanding. The author presents the self concept as a function of the expectations of others in any situation. It follows that if a teacher can put herself in the place of the disadvantaged child and ask what expectations the child sees in a situation (based on past encounters) she may be able to change her own expectations. If she can change her expectaions, then the behavior of the child may change, for without the support of negative expectations, the self concept will be modified.

Some of the teacher behaviors (which belie the teacher's expectations) are classifying, typing, labeling, and grouping students. Before engaging in these, the author asks teachers to anticipate their consequences on the student's self image.

17. Soares, A. T. and Soares, L. M.. Critique of Soares & Soares' "Self-perception of culturally disadvantaged children" --a reply. AERJ, 7 (4), 1970, 631-635.

The authors answer criticisms of their earlier study which found that disadvantaged children had better self concepts than advantaged children.

In support of their findings, the authors cite statements of both Rosenberg and Coopersmith to the effect that their is no relationship between self esteem and social class. Carter found that Mexican-American youths did not perceive themselves negatively, possibly because they refer themselves to their own group and do not rate themselves on their standing in "Anglo" society. In another study Trobridge found that disadvantaged children consistently had higher self concepts than advantaged children. The authors felt that less pressure and lower expectation levels of parents of disadvantaged children may be responsible for the positive evaluation of self.

18. Spache, George D.. Good Reading for the Disadvantaged Reader: Multi-Ethnic Resource. Champaign: Garrard Publication Company, 1970.

Designed to alert teachers to books with which minority groups can identify, the text includes a range of attitudes on race and human relations. The importance of developing and building self concept and reading instruction and the disadvantaged are discussed. Books are listed for primary, intermediate, and secondary levels on the following topics: heritage of the Black American from Africa and other countries, American Heritage of the Black American, the Black American today, background and history of the American Indian, the American Indian today, the Eskimo and Alaska (all levels), inner city life, the Mexican American, and migrant workers. Also included are books on Orientals, Puerto Ricans, social science and science, reading improvement, art, music, literature, and human relations. Audiovisual and professional resources are listed as are materials for basic education of adult illiterates and title indexes and publishers' addresses are provided. (RJ)

19. Thelen, M.. Long-term retention of verbal imitation. Development Psychology, 3 (1), 1970, 29-31.

The importance of the teacher as a behavioral Model is emphasized in this experiment. Some elementary school children observed an adult male model make self-blame statements after failing a card sorting task, while others did not. Subjects were failed on the same task immediately after observing the model, and again 7 months later. Children who observed the self-blame responses made significantly more self blame responses themselves both on the immediate and follow-up testing.

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